

FOURTH
ANNUAL REPORT
ON THE
PARISH SCHOOLS
OF
NEW BRUNSWICK.

WITH AN APPENDIX.

BY THE CHIEF SUPERINTENDENT.



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The EDITH *and* LORNE PIERCE
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Queen's University at Kingston

CHIEF SUPERINTENDENT'S OFFICE,

Fredericton, February 28, 1856.

SIR,—I have the honor to transmit to you herewith, for the information of His Excellency the Lieutenant Governor and of the Legislature of this Province, my Report on Public Instruction in New Brunswick for the year 1855.

I have the honor to be

Sir,

Your most obedient servant,

J. M. d'AVRAY.

The Hon. S. L. Tilley, Provincial Secretary, &c. &c. &c.

TO HIS EXCELLENCY THE HON. J. H. T. MANNERS SUTTON,

Lieutenant Governor and Commander in Chief of the Province of New Brunswick, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

I have the honor to submit my Report on Public Instruction in New Brunswick for the year 1855.

The Reports of the Local Inspectors, which will be found in the Appendix, do not, I regret to say, exhibit any satisfactory increase in the total number of pupils attending the Common Schools; but this is I believe owing to the high rate of wages, which has compelled parents to avail themselves to the utmost of the services of their children in agricultural labour.

On the other hand the Reports of these Gentlemen speak favourably and encouragingly of the state of the Schools in their respective Counties, and it is evident that the real friends of Education have good reason to congratulate themselves and the Province upon the many and marked improvements which have taken place in the Common Schools and in the Common School system under the operation of the existing Act.

To the chief deficiencies of this Act I have had the honor to draw Your Excellency's attention in a former Report, and I cannot doubt that their removal and the substitution of an improved method of remunerating Local Inspectors, so as to entitle the Province to the full services of those Gentlemen, together with a radical change in the method of making engagements with Teachers, and in the mode of collecting the amounts subscribed by the inhabitants towards their support, in each District, would leave little to be desired.

I have the honor to subscribe myself,

Your Excellency's

Most obedient humble servant,

J. M. d'AVRAY.



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REPORT.

The two Reports which I have had the honor to submit to the Legislature since my appointment as Chief Superintendent of Schools in New Brunswick, so fully embodied my views on the subject of Common School Education, so thoroughly detailed all the difficulties which existed and which yet exist, and so clearly explained all that my experience induced me to suggest for their removal, that the task which now devolves upon me of preparing a third Report on the same subject would be one of no common difficulty, unless I should content myself with a mere repetition of what I have already advanced, or permit myself to take a wider range than I have hitherto done, and writing an Essay on Education generally, rather than a Report on Parish Schools in particular, trust to the magnitude and importance of the interests involved, as my excuse for overstepping the line of duty prescribed by the School Act.

Every succeeding year adding, as I believe it does, as I feel confident it will do, to the prosperity of this Province, materially increases the magnitude and importance of the interests involved in the educational progress of its sons, and the time is now fully come when the efforts of all wise and good men must be exerted to promote and to secure the intellectual training of the rising generation on such a basis as shall most effectually and most thoroughly supply the wants of each and every class.

The time I say is fully come, for now this truth is acknowledged throughout the world—that Education alone marks the distinction between man and man, apart from those physical ones which nature creates and which are consequently insuperable by human means;—that Education properly commenced, well continued and aptly perfected will, if combined with intelligence, raise even the lowliest born to a level with those whose noble ancestry can add nothing to their claims upon our consideration if unaccompanied by the graces of a cultivated mind.

In older countries than this—in lands less favoured by Providence than New Brunswick—throughout Great Britain and the Continent of Europe, where the wealth of the few, combined with hereditary respect for the possessors of that wealth, influenced and subdued the many, Education was long confined to the upper and middle classes, and little or no effort was made to enable the lower orders to obtain a share of the benefits it confers, and in fact the idea that they could be educated, or that education could be of any advantage to them, was seldom entertained, rarely expressed, and generally considered as visionary and utopian.

It was supposed that with them “ignorance was bliss;” it was asserted that a little knowledge was a dangerous thing—not so much to themselves perhaps as to their betters, and that as all they could be taught would amount to little, it was best for all parties that they should learn nothing.

And thus it was that while Universities and Colleges flourished, and literature, the sciences and the arts were duly cultivated, the minds of the poor were suffered to lie fallow, or worse still, to receive the baneful seeds of every vice, which without culture grew luxuriantly and rankly—like weeds—in proportion to the *neglect* they received.

The progress of events—the march of science—the advance made in the path of improvement—the wonderful discoveries which, annihilating distance, have brought the different races of men in more frequent contact with each other, have little by little, but most effectually, done away with some of those distinctions which in former days, like an impassable sea of fire, lay between certain classes of society—doing it must be confessed much that is good, but effecting also a great deal that has proved most prejudicial to the dearest interests of those whose prosperity and happiness were to be augmented; for the no instruction of former days has been succeeded by the universal system now in vogue, and the Education of the present day is in fact Education run mad. So much has been said in its favour theoretically and abstractedly—so much has been written in its behalf by those who knew but little of the matter, and

so many have weakly yielded when they should have boldly and manfully, because conscientiously, resisted the efforts made to injudiciously simplify the acquirement of knowledge, that at length little remains but the mere shell—the veriest outline of instruction, which men impart with but little effort and less capacity—which children acquire without difficulty and lose again without missing it.

Such, I fear, is too often that popular education so much lauded as a blessing—such the results of that march of intellect which, it is said, entitles the children of the lowest to be as well educated as those of the highest ranks. Aye, they are so entitled; but unless we grant that shadow and substance are identical—that quackery and science are synonymous—that a mere smattering of knowledge is equivalent to knowledge itself, and that as much can be learnt in three or four years by the one class, as in the ten or twelve which the other can afford to devote to School and College, as well might it be asserted that they are entitled to lands and houses—to rich furniture and gay equipages—and at once overthrowing all the distinctions at present existing in the world, maintain that the poor have a right to the property of the rich.

The difficulty of attainment is the great obstacle, and I feel that little can be done effectually to remove it in either case. True it is, that cheap Schools have replaced expensive ones—that their synopses include a vast number of things which our forefathers never dreamed of learning at School; but equally true is it, that this very cheapness has been prejudicial—that this mass of pretended instruction has been baneful, inasmuch as boys and girls have been sent from home, who in former days would have received the requisite amount of instruction under the parental eye—that the superficial has usurped the place of the sound and thorough—that what are termed accomplishments have superseded the useful and respectable, and unfitted thousands for their proper sphere of duty—that the respect for those social and domestic virtues, once the boast of Englishmen, has been weakened, morality relaxed, religion disregarded, and that in their place we find those who are born

for trade aspiring to professions—young women who should be fulfilling their destiny behind the counter or in the servant's hall, playing false notes, speaking bad French, and reading trashy novels; as morally useless as they are physically incapable of becoming useful.

In former days the acquisition of knowledge was a very different affair, and I may add, that the quality of what was acquired was also very different. Boys went to school and toiled, painfully it may be, but almost always successfully, and what they so learnt they ever after retained. There was no Eton Latin Grammar then, and the pages of old Lilly, the "Golden Schoolmaster," though they caused many a heart-ache, made as good Latinists as the Westminster Grammar did Grecians, in no way inferior I believe to those of the present day.

The march of intellect has swept away many time-honored customs, and introduced as many novelties. It is not for me to oppose the spirit of the age, and to say that those things which received the approbation of the great and good—which in turn helped to form other men as great and good, were right, and that these novelties are wrong; but I may be permitted to entertain a fear lest the progressive system should in time level all our ancient land-marks, destroy all our ancient institutions, and driving real and sound learning quite out of Court, replace it by a flimsy affectation of knowledge, to be inevitably succeeded by the utter destruction of all polite letters.

But on the other hand, and in this country the time is happily gone by when zealous but incompetent theorists were suffered to influence the public mind, and to retard the progress of sound education, by the introduction of their ill-advised systems of teaching a little of everything and nothing well; the reign of common sense has succeeded to that of impracticable, and useless if practicable, *isms* and *ologies*, and I have the heartfelt gratification to know that throughout the Province all the real friends of education acknowledge the soundness and the justness of the principles which I have so constantly advocated during the past eight years, and which, with the added

experience of those years, I now unhesitatingly repeat, as embodied in the following sentence :—

“ The attempt to teach more than spelling, reading, writing, arithmetic, geography, and the history of the Province, in our Parish Schools, is as mischievous as it is impracticable ; mischievous because due attention cannot be paid to elementary scholars for whom these schools are intended, and impracticable because the amount of superior knowledge imparted is and must be superficial and unsound.”—*Report for 1854, p. 13.*

A far abler writer and acuter reasoner than I presume to think myself, says, when speaking of Education in England, and in support of what I have advanced—“ Will not elementary learning ensure every other learning according to the capabilities ? They who can write and read will have their foot upon the ladder. They who can, and whose benefit it is to climb, will, and surely vast numbers do climb, but I assert not only the impossibility of some to climb, but that it is best for them that they should not. All-wise Providence, the universal maker of the machinery of nature, fits individuals for one community ; nature therefore gives out—elaborates in the complicated revolution of her working—more varied capacities than even the best philosophers wot of. Society is made up of classes—it will never do to have too many in one class—works of different kinds are to be performed, and well performed ; therefore as nature evidently regulates the balance of sexes, so does the same nature economise and distribute capacities. Due proportions are born for head work and for hand work. One Newton is enough in an age. If there were many Newtons there would be confusion and comparison in a people’s mind, and not the one great result ; the gifted and the ungifted are the elements of society all the world over, fulfilling their several parts, high and low—shining or obscure. Wisdom would be unheeded if folly did not walk behind and hold up her train.

“ Of necessity how varied must education be ! No one scheme can be suited to all ; and here is the mistake that is made. The education for a high class is thrust upon all classes, and hence

the many who do not, can not, and whom nature never intended to come up to it. Let there not be too much parrot education. Show children are made to appear amazingly clever, and like the conceited birds fond of their feathers; but they have not a bit the more sense and are too deficient in the knowledge of the common things they ought to know, and parrot work it is. Where so much is taught how little can be really acquired. It is said of Hearsay's scholars that they learned in a trice and discoursed fluently of things prodigious, the hundredth part of which would take a man's whole life to have well known. What are "common things" but those things which are to be done by men and women. Agesilaus, when asked what was best for boys to learn, replied 'what they ought to do when they shall be men.'

"To learn things which can never be of service in one's walk of life is mere waste of time, which might be profitably employed in learning what is useful."

Such are the sentiments of a recent writer on popular education, and I record them here with the greater pleasure, because they will be found expressed, in somewhat different language indeed, at pages 16, 17, 18, 19 and 20, and again at pages 56 and 58 of my Report for the year 1853.

This great subject of Education will most likely engage the attention of the Legislature during the approaching Session. The Parish School Act of 1852, which was renewed for two years in 1855, will expire in May 1857, and it is probable that the discussion of the merits of that Bill, and of those of the one which is to succeed it, will involve the question of the University of King's College also, and thus embrace the whole system of Education in accordance with the scheme proposed by the Commissioners in their able Report. It appears therefore to be not only allowable but necessary to discuss the subject of the Education to be provided in our Common Schools, in connection with and as subservient to that to be obtained by such of our youth as may have the inclination or the aptitude for higher attainments in Seminaries of a superior grade or in the class rooms of the College itself. And here I deem it right in

the first place, to address a few words to Parents upon a subject which is of vast importance to their children, and which very materially interferes with the already sufficiently onerous duties of their Teachers; I allude to the practice of sending very young children to school, children of three, four, or five years, who are too young to learn themselves, and who too often prevent others from profiting by the instruction of their Master or Mistress. I think it is to be lamented that any child should begin so young, and have so little time for the enjoyment of infantine life. "A child of three with a book in its hand is a fearful sight," says the writer from whom I have already quoted, it is too often the death warrant. What should a child of three, nay of five or six, be taught? Strong meats for weak digestions make not bodily strength—let there be nursery tales and nursery rhymes—let them have free open air sport, and above all things make them loving; it is of more importance to make them loving than to make them wise—that is book wise,—then they will be gentle and obedient, and then also Parents, if you become old and poor, these will be better than friends, that will never neglect you. We talk much of training children, but should there not be some Training School for nurses and mothers to teach them the reverence due to children? I mean a thorough thoughtfulness and care in all we say and do before them—for all said or done before them is their lesson—they are always learning, indoors or in open air—they are teaching themselves most when they are oftenest reprov'd as idle, seeking a work suitable and making for themselves experience, they build with mud, they arithmetize with stones, they practice their fingers to handicraft, and their curiosity is teaching them a thousand things in the best way; it is a pity to stop their growth and drive them to a hot school where, not the mother, but strangers will take them in hand, and the life blood of home, of the social family, stagnates. All a child sees and hears is a child's natural education: when that education is easy, inartificial, the temper is kept sweet, and that is much.

Doctors Evanson and Maunsell in their excellent work on the management and diseases of children, have the following remarks on early Education:—

“During childhood (*i. e.* until the eighth year,) education should have for its main object the cultivation of the moral qualities; and during the same period, the intellect will be pretty fully occupied in obtaining such most necessary information as can be acquired by the uses of the senses without much formal assistance; and therefore schooling, properly so called, should not be commenced, at the very earliest, before the termination of the sixth year. Until then, the confinement of a school is injurious to the bodily health, and not required for the mental improvement of the child; all the ties of social affection, of well-regulated obedience, and of mutual co-operation which constitute the bonds of society, are learned by the infant in the domestic circle, and can be learned no where else; and if we can leave it in the care of an intelligent mother, and in the society of its brothers and sisters, we should not send it to a school, where it is governed by and associated with strangers, with none of whom it is likely to have natural sympathies.”

And Doctor Brigham in his Treatise also speaks deprecatingly of diseases produced by too early education, asserting that disorders which are supposed to originate in the stomach, very many of them are diseases of the brain of which the stomach is sympathetic.

Mr. Friedlander in a book dedicated to Mons. Guizot, formerly Minister of Public Instruction in France, says—“From the highest antiquity we have this rule, that mental instruction ought not to commence before the seventh year.” He gives the following Table of rest and labour:—

Ages.	Hours of Sleep.	Hours of Exercise.	Hours of Occupation.	Hours of Repose.
7	9 to 10	10	1	4
8	9	9	2	4
9	9	8	3	4
10	8 to 9	8	4	4
11	8	7	5	4
12	8	6	6	4
13	8	5	7	4
14	7	5	8	4
15	7	4	9	4

By this Table it appears that the early stage of life (7) is only able to receive one hour of occupation, while the more advanced, though still young, (15) is capable of nine times as much.

Another evil against which every really wise and benevolent friend to education has to exert all his vigilance and influence, is that of demanding too much from the Teacher and too little from the Parent. It is not only here, but also in the highly and in many respects deservedly extolled New England States, a general rule to expect miracles from the School House, and to ignore that the domestic hearth necessarily must and will complete or utterly undo whatever the School House can do; that the Teacher's precepts must be comparatively or positively fruitless, unless aided and illustrated by the Parent's example; and that we but to small purpose store the memory, if we neglect the reasoning powers and the heart. Alas! how often do the rude and overbearing manners and the profane language of the boy, painfully prove this neglect. Taught to remember, but not taught to reason, how many go forth into the world fully impressed with the belief that the will, or the real or fancied interest of each is to be the sole rule for his guidance in his bearing and practice towards his fellows. That he should do unto others even as he would that others should do unto him, is seldom sufficiently taught, either by the precept of the School-master, or by the example of the Parent; and yet, towards making really wise, good, and happy members of society, the impress and influence of that Divine maxim, of which all just and generous conduct is the result and the illustration, are surely of somewhat greater consequence alike to the scholar and the society to which he belongs, than the stringing together in his memory isolated facts of arts foreign to the pursuits by which he is to gain his bread, and mere parrot talk of science, of which his youth and his home influences render it positively certain that he can have neither appreciation nor comprehension.

Few will deny that moral principles, and the method and habit of referring to and reasoning from them, are fully as important as merely scholastic teaching; yet while the boy's

memory is being more or less skilfully dealt with, his heart and his reasoning powers are for the most part as little cared for as though they had no existence in the individual, and as though their right or wrong culture could not and would not have in the future a mighty influence, *good or evil*, upon the prosperity, happiness, and public character of society at large.

In any country, but especially in a new country, the education of the Common School must necessarily be narrowly limited as to time. Even when a far more literate generation shall have succeeded the existing adult inhabitants of the Province, few parents will prefer the distant benefit to their children and to society promised by the School, to the immediate profit offered to the boy's labour, by the store or the work shop, the raft or the field. Under any circumstances six months is the utmost which greed or stern necessity will spare for attendance at School to the boy who is old, strong, and skilful enough to be useful in productive labour or domestic drudgery, and every School Teacher can painfully bear witness how much and on how slight pretences both parents and children are in the habit of infringing upon even that comparatively short period available for School attendance. It seems therefore that we should do wisely to consider the Common School a place for giving the *means* of education rather than education properly so called. Reading and writing once given, the boy has the key to whatever he wishes to learn and is naturally adapted to learn; many of the most intellectually powerful men the world has ever seen, received from society only these *means* of education. Cobbett, whose French Grammar is a text book in France, and Burritt the blacksmith, had English reading alone as the key, the one to his complete mastery of French, the other to his acquaintance with a score or so of languages dead and living. Had the memory of either been overburthened in boyhood with crude and unconnected facts, he would probably have for ever lost both the earnestness of application and the fresh and vivid reasoning power to which each owed all that he was, and to which society is indebted for all that both did.

To give the *means* of education is practicable in our Com-

mon Schools: to give complete education is utterly impracticable. Is it not better then to do well and thoroughly that which we can do, than imperfectly to do that which nothing but an at once pitiable and mischievous absurdity could induce us to attempt at all? What then, as the *means* of self-education, ought we to take care that every boy in our Common Schools be thoroughly taught? Ought we to confine that teaching to spelling, reading, writing, and arithmetic? To this education in Common Schools I would limit the course, with one or two additions of great importance in themselves, but not of a nature either to be burdensome to Teacher or taught, or to distract the attention of either so as to prevent real proficiency in the main particulars of the whole course.

He who can really read English, has at his command all the wit and wisdom of all nations and of all ages which it is either necessary or desirable for him to have access to. The mere curiosities of ancient or foreign literature are seldom useful; and in deciding upon the course of instruction best to be adopted in our Common Schools, we have to provide precisely for the intellectually and morally useful; but when I say that English reading gives the key to all that is truly valuable in the world's literature, I mean reading thoroughly taught. In the time usually bestowed upon Common School Education, a really competent Teacher may quite as easily teach a boy to read Burke or Johnson well, and therefore to useful purpose, as teach him to flounder and mispronounce, as well as misunderstand, as only too many men do, through five lines out of every ten, in a newspaper or familiar School reading book. If the Teacher explain from his own knowledge or from the very best and most copious Dictionary, (with one of which every School should be provided,) every word that occurs in the reading, of the meaning of which even one of the class is ignorant, the class will really read and will be in the right road to both intellectual and moral superiority: if the Teacher either cannot or will not do this regularly, faithfully, and efficiently, he most assuredly should not be allowed to pretend to teach reading in an English Common School, that School

which is to give both the *means* and the taste for self-education to the children of English subjects. To be really useful, reading should be no less an intellectual than an optical and lingual exercise.

I have not hesitated to dwell somewhat at length upon the subject of that Reading which is thought to be so generally taught, but which in fact is so rarely well taught, even in Schools of lofty pretensions, because I am persuaded that neglect on that point underlies not a little of the ignorance and unreasoning injustice of which people are but too often and too justly accused. However, though I lay so great a stress upon reading, properly so called, and though plain writing and the first four rules of arithmetic may seem a sufficient addition to a real and thorough ability to read, I would go somewhat farther, firstly because I think we can do so easily, and next because I think we can do so profitably.

The first four rules of arithmetic being thoroughly mastered, I see nothing to prevent some considerable progress being made in the higher rules, and especially in their mental use, provided that the Teacher add knowledge to zeal, and patience to both. The use of the pencil or the pen in working even rather complicated and difficult sums, is far less a necessity than the result of a very useless, not to say pernicious mechanical habit; and for all ordinary arithmetical operations I am convinced that the well taught and diligently practiced scholar will work rather more than less rapidly and efficiently without pen or pencil than with either; and it seems to me that we should act as wisely in teaching to speak only while looking upon a slate or book, and to walk only while leaning on a crutch, as to work a sum only by the aid of pen or pencil. In any one of the cases we do all that we can to render intellect and volition dependent upon the merely mechanical; the natural, which needs only proper training to render it ever ready and well nigh illimitably useful, on the artificial, which use may render seemingly needful, but which accident may at any moment render unattainable.

The first four rules of arithmetic being thoroughly taught,

early and steadily continued practice will give sure and facile command of mental arithmetic to all but the hopelessly stupid, as surely as using the eyes will enable all but the blind to see. Strange to say, however, the very Teachers who are the most ready to overburthen the young brain with questions and answers which they cannot comprehend, upon subjects with which it is to the very last degree improbable that they will ever have any practical concern, accustom the mind of the young arithmetician to work only when aided by his eyes and his pen or pencil.

So important do the foregoing observations seem to me, that at the risk of appearing tedious, I shall briefly recapitulate the chief points upon which I believe the future prosperity of the Common School Education in this Province depends.

1st. That necessity renders the actual time spent in the Common School so brief as to most of the scholars, that in order to teach thoroughly and well what is absolutely necessary we must at the very outset, and inflexibly, forbid all vain trifling with the unnecessary—with that of which it is certain that the utmost exertion could give the pupil but a mere smattering, and scarcely less certain that he will never use or need it in after life, while at every step he will bitterly feel the lack of that plainer but more useful knowledge which vain Teachers, themselves often but smatterers, or vain parents too illiterate to make a wise selection, have sacrificed to a sickly and sickening admiration of the showy and the worthless.

2nd. That in all cases (not excepting the Collegiate training of the very finest intellects) scholastic training is only *the means to an end*; not the actual *work*, but *the tools and how to use them*. It needs not to be said that this is emphatically true of the Common School, and is there deserving of the greater share of our consideration in precise proportion to the brevity of the time to be spent there—time which once wasted may never be recalled. Armed with the seemingly limited but admirably re-productive attainments mentioned above, the superior intellect will be prepared to acquire whatever knowledge the pursuits and chances of his future life may open to his view, or recom-

ment to his will ; untaught or ill taught in those important particulars, neither change of fortune nor change of place will ever wholly relieve him from that great disadvantage, and under such circumstances where one with the iron will of Alfieri may commence self-culture at forty and become renowned as a scholar, ninety nine in every hundred will probably settle down into contented or vainly lamenting ignorance, unable to acquire or to communicate any portion of the world's accumulated stores of knowledge—foes to Common Schools because *they* have done without them, or wordy and unreasoning Sciolists boasting Botany on the strength of spelling pistil and stamen, yet unable to distinguish the one from the other in the plant ; or boastful self-made men ready at a moment's notice to decide yea or nay on questions which the wisest men approach with hesitation and not wholly without fear.

Such are, such ever and every where will be the results, when the needless excludes the needful, or where the needful is improperly taught—where children are in fact not taught, but merely told to learn, and as long as children have hearts and intellects as well as eyes, ears and voices, it will be necessary to teach them to reason as they read, if we would not have them in after life read very little to their own profit, and reason very much to both the discredit and the peril of the community of which they are members.

Upon the Teachers of this Province I am anxious to impress this most important fact : that no amount of slate work or book work can be an efficient substitute for that teaching at once familiar, lucid and impressive, which every pupil has a right to claim ; facility and power in that teaching should be the great aim of every Teacher, as it is by far the most important and precious of his qualifications. I lay great stress upon this point, and I think it desirable that every Teacher in the Province should be profoundly impressed with the conviction, that though the kind and extent of his own scholastic acquirements are necessarily an important element in his fitness for what it is no exaggeration to call the *solemn* office of teaching ; yet, those acquirements alone, however considerable they may be,

are comparatively valueless if not accompanied by that happy facility of communicating clearly and impressing strongly, which can result only from constant and very arduous practice. *Teaching must be studied as a Science in order to be efficiently practiced as an Art*; unless he thus studies, he who bears the title of Teacher is in reality only one who *tells others to learn, but either cannot or will not effectually aid them in learning.*

In examining Candidates for the office of Teacher I should much prefer the one who to moderate acquirements adds general intelligence, and an at once fluent and precise style of telling what he knows, to one with the Greek of Porson, or the Mathematics of La Place, but careless, self-concentrated and unintelligible to young auditors from surly laconism, or from the opposite vice of speech, a voluble outpouring of words which tell nothing, and mean nothing, as to the matter in hand. On this head a very mischievous mistake is but too commonly made, not only by those who seek Teachers for their children, but also, and in an even greater degree, by Teachers themselves. The amount of knowledge possessed is most improperly confounded with the capacity to teach; a confusion of ideas which leads to sad results; for our purpose the classical attainments of Porson, or the mathematical attainments of La Place are not wanted. *Elementary knowledge thoroughly mastered, and the art of clearly and thoroughly communicating that knowledge*—these are the requisites, these the merits of the Common School Teacher. A man may possess vast knowledge and yet be utterly useless as a Teacher, firstly, because his knowledge is not of the kind we require, and secondly, because it is as purely personal to him, whatever its kind or degree, as his gait, his strength, or his complexion—valuable to him no doubt, but incapable of being communicated to others. No amount of knowledge can qualify a man for the office of Teacher, unless he can *impart* that knowledge; and this very peculiar and indispensable knowledge of how to impart knowledge, and more especially elementary knowledge is, I am sorry to say, precisely that on which the least stress is laid, both by the public at large, and by the Teachers themselves as a body.

I know of many instances in which young men have imposed really heroic sacrifices on themselves, in order to become, as they phrased it, "better Scholars," with a view to obtaining a higher class, but I have but seldom met with instances of the far more desirable ambition to become "better Teachers," just as though becoming better Scholars, *without* becoming better Teachers, could in any conceivable degree add to their value *as* Teachers. There are few things which require to be more strongly impressed upon the minds of Teachers, than the essential and vast difference between *knowing and teaching*, and glad indeed shall I be if my remarks lead and enable that very valuable body of men duly to ponder that difference, and so to systematize their method of teaching, as to render their own knowledge to the utmost possible extent valuable to their scholars.

In proceeding to review the operation of the existing School Act, I cannot refrain from again alluding to the vast advantages of general assessment for the support of Schools; the time may not be come for the adoption of this most excellent measure—I am assured that it is not—that its introduction would be premature and impolitic, and my own experience shows me that when left to the free will of the people, it has very rarely been adopted; but the time most surely will come, sooner or later, when a compulsory tax must be resorted to. Even at the present day, it would be objected to only by unreasoning men who demand from the Teacher the wisdom of a philosopher and the morals of a saint, for less than the wages of a labourer. Of the necessity of such a tax, as regards New Brunswick, no other proof can be required than the reports afford in their statements as to the salaries of both male and female Teachers. No compulsory enactment of a pecuniary character can be more clearly and perfectly justifiable than a School tax, whether applied to New Brunswick, or to any other country claiming to be civilized, and having peace, wealth and character dependent upon whether the children be well taught, ill taught, or wholly untaught. We need no argument to assure us that the ignorant and the sordid will

shrink from voluntary contribution, the fact is only too clearly before us ; and it is a public right as well as a public duty to compel the parent to give his children education, as the only alternative of sending those children forth as public pests and public perils. No doubt there are many who object to a direct and general tax for educational purposes ; but unless, which I see no reason to believe, New Brunswick differs from all the rest of the world, the loudest and the most violent of the objectors will constantly be found to be the very men who in spite of accumulated property are sordid and illiterate, and who to save the half of a single day's wages of a labourer, will deny their children two or three days schooling, and employ them in hard labour with a premature severity which they would shrewdly enough eschew in the case of a colt or steer ; such men, if any such there be, must be sternly and steadfastly resisted upon the broad ground, that if men will not voluntarily respect the rights of society, and care for the temporal and eternal interests of their children, society has the right and the duty to supply the want thus sordidly and cruelly created ; and society can neither forego that right without great peril, nor neglect that duty without great disgrace. It is both the right and the duty of society to protect itself as a whole, and all its members as individuals, against the evils inseparable from general ignorance ; and if the sordid and the ignorant will not voluntarily, as we know they will not, acknowledge the truth, that the best paid school house is cheaper by far than the gallows and the gaol at any price, they must in the ordinary way of dealing with public nuisances, be compelled at the least to act upon that truth ; to aid that community to which they owe all they have, and from which, when the pettiest of their own personal rights is invaded, they are ever ready to claim protection and redress at whatever public expense, in shewing by happy and creditable examples that it is a far cheaper as well as a wiser and more humane thing to rear intelligent, enterprising, and honest men, than to support idlers and criminals, while vainly striving to teach energy to the one and honesty and peaceable habits to the other ; infinitely more profitable in the

commercial, to say nothing of the moral and religious sense, to prevent pauperism and crime, than to pay for food and shelter for the pauper, and erect the gallows and fee the hangman for the criminal.

Fortunately for us, evils of this magnitude are rarely to be dreaded in this Province, but we know that like causes produce like effects, and what we have to dread is that the liberal aid granted by the Legislature towards the remuneration of the Teachers, and the facilities afforded to the people to evade the payment of the sums they ought to contribute towards that remuneration, will increase instead of diminishing that indifference as to the education of their children which is known to exist, and which cannot fail so to impede the intellectual progress of the rising generation, that when it shall have succeeded the existing one, when the youth of to-day stand in the places of their fathers, they will scarcely be qualified to avail themselves of the opportunities afforded them by the increasing prosperity of their native country to rise to eminence, while they will find themselves exposed to all the dangers, to all the temptations which are ever greater and more numerous in proportion to the advance which a country makes towards wealth and its attendant luxury.

The four years during which the existing School Act has been in operation, have enabled the country to judge of the merits and demerits of the system introduced in 1852, and the experience thus acquired will essentially assist the Legislature in the preparation of any future Act.

It is incontestible that much good has been effected, and that the Schools are now in a much more effective condition than they were four years ago. The inspection to which they are subjected every quarter has had a beneficial effect, both upon the Teacher and the taught; and although I think it desirable that some change should be made in the mode of inspection, I feel satisfied that the principle itself is one which must ever continue to be a prominent feature in the educational system of this Province.

The change which I wish to see effected in the mode of

inspection, I have already pointed out in a former Report. The Inspectors are underpaid for their services, and cannot be expected to devote their time to the duties of their office so entirely, or their talents so zealously as the importance of those duties require. Another consideration is, that these gentlemen act independently of each other, each pursuing that method in the examination of the Schools in his County which seems best to him. There is no unity of action, no plan, no system, nor can there be so long as Inspectors are appointed as they are at present; not by the Board of Education, but by the Executive; not as Inspectors with certain duties to perform, and with a liberal remuneration in return for the devotion of their whole time and talents to the faithful discharge of those duties, but as Inspectors in addition to their other occupations; as Inspectors merely for the shortest possible time that they can spare from those occupations. And a third consideration is, that they form a body which has no head; nominally, the Chief Superintendent under the Board of Education is that head, but in reality he is not so; he is himself in all things subject to the Board of Education, and governed and directed by the Board in all his proceedings. The Inspectors are free. All each has to do is to examine every School in his County four times in the year, and to report that he has done so to the Chief Superintendent, who certifies accordingly; and I repeat that each is free to examine as he pleases and when he pleases, and that neither the Chief Superintendent nor the Board, nor any one else, has any control over his mode of proceeding. In point of fact the Inspectors do not know each other, have not corresponded with each other, and the majority of them are personally unknown to the Chief Superintendent. Now when I say this, I wish it to be distinctly understood that I have not a shadow of reproach to address to any of the Inspectors. I have every reason to believe that they discharge their troublesome duties faithfully, and as well as circumstances will permit; but I do say that the system is a bad one in those respects which I have named, and that the Board of Education and the Chief Superintendent ought to possess the means of ensuring

unity of method in the examination of the Schools, and that the pay of the Inspectors ought to be so ample as to authorize the Board to exact the devotion of their whole time and talents to the effectual carrying out of its instructions.

The next point which claims our attention is the method of making engagements with Teachers. The 18th Section of the Act, which provides for the Provincial allowance to Teachers, directs that none shall be entitled to receive it unless the inhabitants of the School District shall in each and every case have subscribed and paid towards the support of the Teacher, at the same rate and in the same proportion as the Provincial allowance to the Teacher granted in this Section is to be paid, or shall have furnished such Teacher with board, washing and lodging, &c. Now this enactment, which was intended to secure to the Teacher a liberal remuneration for his services, and to induce a more punctual attendance at School by compelling parents to contribute to the support of the Master or Mistress, does not in fact produce those effects. The Teacher goes round and obtains the signatures of the inhabitants to an agreement, by which they bind themselves to pay him the sum required by the Act, but in very many cases this is only a vain ceremony, which leads to no profitable results. At the expiration of his engagement the Teacher knows full well, and the inhabitants as well, that the obligation to pay him the amount subscribed is not worth the paper on which it is written. In order to obtain his Provincial allowance, he must say that he has been paid, whether the fact be so or not, or else suffer a double inconvenience and lose his Provincial allowance; and if he prefers one loss to two, and tells the Inspector that he has been paid, he of course forfeits all claim against the inhabitants, and has no means of forcing them to pay that which he has formally acknowledged to have received. This is certainly a serious evil, requiring an effectual remedy.

That remedy will doubtless be applied to this, and to every other difficulty, by the wisdom of the Legislature. It is sufficient for us to know that the state of education in this Province is a prosperous one *in spite* of existing difficulties, and that

the representatives of the people are anxious to make it more so. The Commission appointed in 1854, and the Report laid before the House in the Session of 1855, plainly proves this; and it cannot be doubted that, acting upon the recommendation of the Commission, it will be possible to devise such a scheme of Collegiate and Common School Education as shall best conduce to the advancement and prosperity of the Province. I say Collegiate and Common School Education, because I feel that it is the duty of every true friend of Education to invoke Legislative protection and provision on behalf both of the College and of the Common School, each being to the fullest extent possible fitted for its peculiar and widely different duties.

It is true that men from whose position in society we might fairly anticipate wider and nobler views, have formally and repeatedly denounced the College as an Institution for the education of a very small number of young gentlemen at an annual cost per head, which naturally strikes their hearers as preposterously large; but the really zealous and sincere friends of education must be warned that the question is not fairly stated by giving a year's income of the College, and dividing that income by the number of students at the College during any one average or selected year. There are several other considerations to be taken into the account besides the number of pounds currency stated at the maximum, and divided by the number of students at the minimum. The extent and character of the Province, the duty and character of its Government, the rights of those of its inhabitants who both need and desire a Collegiate Education, the obvious propriety of increasing the *number of students*, and the evident impossibility of doing so, but by means of a sufficiently though moderately supported College,—all these points seem to me to be as important towards the real question at issue, as the precise number of students who in any selected year attend the Collegiate course.

If a very great number of comparatively or positively wealthy men are so unconscious of the advantages of a liberal education, that they will not send their sons to College, that

is clearly the fault of the parents and the misfortune of the sons; the College is open to them. Let the parent do his duty as the Government has done the obvious governmental duty, and there will be small occasion to complain of the paucity of students. To provide a College is a duty of one part of the community; to send students thither is both the right and the duty of quite another part. Whether six or six hundred students be at College during any given term must depend upon the wealthy men of the Province; but if only six desire and require collegiate education, it is the duty of the Provincial Government to enable them to get it without leaving their native Province, to degrade it in the estimation of all to whom their reason for leaving it would undoubtedly appear to be disgraceful equally to the sense, the spirit, and the liberality of New Brunswick.

As the Common Schools become perfected, the youth there educated will become the fathers, the men of business, and in many cases the men of wealth and the legislators of the Province; and he has studied human nature to little purpose who does not know that a man who has received a tolerable education, and is blessed with even comparative worldly prosperity, almost invariably aspires to bestow upon his son a better education than he has himself received. Are we to suppose that New Brunswick is so completely an exception to all general rules that the rising generation will neither improve upon the fortunes of their fathers nor desire the intellectual and social advancement of their sons? Will the education we propose to give them in the Common Schools neither aid them in procuring wealth nor direct them in using it? Is their education to cause them to retrograde as men of business, and to utterly denaturalize them as parents? If otherwise, it is certain that a few years will greatly increase the number demanding collegiate education; equally certain that it is the duty of the Government to be provided with place and with Professors, with system and with apparatus, to afford that education to all who apply for it, without reference to the fact that it is from the sons, not of the illiterate of a passing generation, but from the

sons of a living generation that such an increase is to be expected in the number of students as will render the College profitable or even barely remunerative.

Another consideration passed over by the opponents of the College, but by no means to be overlooked by its advocates, is the fact that, many or few, the graduates serve as just so many standards of language, morals, and manners, and as just so many patterns of and inciters to liberal studies. Each even unconsciously, benefits the circle in which, professionally or as an independent private gentleman, he moves after leaving College. However few in number for a few years, such men both by precept and example, will and necessarily must aid powerfully and continually in inspiring that sense of the value, and that desire for the distinction of a College education, which alone are required to render the College as numerically prosperous as it is in other respects honorable to the Government and to the Province.

Again, it may fairly be argued that the expense of the College is even to its opponents' own shewing, but a small matter to complain about. It will not do to say, as can be said in most similar cases, that it is not the *amount* but the *principle* that forms the real question at issue: here the direct converse is the truth. The College is an institution the existence of which is indispensable to the character of the Province, and clearly due to the rights and interests of those who now are or who hereafter may become wisely aware that they but half do their duty to their sons, whatever amount of wealth they may accumulate for them, if they deny them a superior education. The most unblushing apostle of ignorance that ever illustrated bad theory by worse practice, will not I presume venture to state openly that because he has secured wealth and social position *in spite* of his defective education, he would have the young intellect of the Province driven forth to Canada, to Europe, or to the States, for collegiate training,—he will not venture to state this directly; he concedes or at the very least passes over *sub silentio*, the principle that we ought to have a College, but he knows how

sensitive a portion of social man is the purse, and he complains not of the College, but of what he most unjustifiably calls "its exorbitant charge per head for Education;" but here he must be sternly and plainly dealt with—fastened down to the principle that the College is a necessity as to the character of the Province, and the inalienable right of those, however few in number, who have the brains and the heart to desire a superior education for their sons, and that if the gross income—a really small one—of the College is divided by only so few students per annum, that is the fault neither of the College nor of the students who attend it, but of the great body of the people who do not send their sons.

The population of New Brunswick is less than a quarter of a million; about one tenth of the population of London and its vicinity. Now London, as regards by far the greater number of its aristocracy, whether of birth or of wealth, sends its youth to Oxford and Cambridge, Edinburgh and Aberdeen, to say nothing of St. Bee's, or of Harrow, Eton, Westminster, Winchester, Rugby, St. Paul's, and the Charter House, which though only preparatory Colleges, are individually far more expensive than the one College which many begrudge to the quarter of a million of their fellow Provincial and fellow subjects in New Brunswick. Yet so far are those numerous educational institutions from being found either too numerous or too costly, that within a very few years King's College and the London University have been added to them; and let it be remembered that though Winchester, Eton, Harrow, &c., undoubtedly receive a great proportion of the students from the rural aristocracy, the Londoners not only send considerable numbers thither, and to Cambridge and Oxford, but almost completely monopolize St. Paul's, Westminster, the Charter House, King's College and London University, to say nothing of Christ Hospital and Merchant Taylors' School. If the opponents of our College argue that London is richer and more intelligent than New Brunswick, and therefore can better bear Collegiate expenses, and more numerous supply Collegiate students, I reply that the one College of New Brunswick costs

nothing like a tithe of the proportionate rate, and that the paucity of her collegiate students is itself one of the many vast evils for which the College will in due time and with due support from the Government and from the really just and sensible men of the Province, prove the effectual and permanent remedy. £2,561, and that currency, is in truth a sum so disgracefully small, whether as regards the number, the actual wealth or the still greater wealth which attention to Agriculture would produce, that we may well wonder when we find any who venture to oppose the College on the ground of expense.

That the advantages of a good education are to some considerable extent appreciated in this Province, is evident from the fact that Academies and superior Schools are numerous attended, and that when fostered, supported and encouraged either by the Government or by a party, they are also supported and encouraged by private individuals. In the case of King's College, the converse of this has been the case. Public opinion has been constantly and strenuously directed against it, and the most certain evidence which can be adduced in favour of its real claims, and of its intrinsic merits, is to be found in the attendance of even those few students, in spite of all that has been urged against it, who avail themselves of the vast advantages it affords, and which cannot be afforded elsewhere in the Province.

The University of King's College is a necessity—it cannot be destroyed without injustice to the youth of New Brunswick, and the greatest injury to the character of the Province. All that an intelligent and patriotic Government can do, is to endeavour to make it more generally useful, that is to say, to induce the many instead of the few to avail themselves of its educational resources. In order to effect this, the first step must be to disabuse the public mind on many points upon which it has been sedulously mis-informed, to instruct it on those of which it is ignorant, and to re-assure it on such as it has a right to demand as guarantees for the proper training of the students.

The early age at which youths leave School and enter College, imperatively requires such a system of discipline as shall satisfy parents that the morals of their sons are as carefully attended to as their intellects. The laxity which prevails in English Universities in this respect, must be exchanged for the strictness which governs the household of the private tutor ; the decorous restraint imposed by the Professor in the College Halls, must be continued and enforced by the authority of a Master during the rest of the day ; and I cannot but feel that as parents have a right to claim this, so they would be satisfied if they could obtain it, and that the number of students would at once, and very materially increase, were this security for their moral training provided.

I come to this conclusion, from the fact that the excellent Collegiate School in this City, which has for so many years been under the able management of Mr. George Roberts, has never been so well attended—has never reckoned among its pupils so large a number of boys from all parts of the Province as at the present time,* and since the establishment of a Boarding School in connexion with it, which affords to parents every desirable guarantee for that domestic education, without which mere intellectual development but too often excites principles of insubordination hurtful to the boy, and dangerous to society.

In a letter which I was directed to address to the Council of King's College in 1853, by His Excellency, the Visitor, I suggested the amalgamation of the Collegiate School with the College, not depriving that institution of its attributes as a University, or of its power to confer Degrees, but enabling it to do so in certain cases in a different manner, and in a much shorter time ; that is to say, that Degrees might be conferred either in respect to attainments in all the branches of study, or in any particular branch.

In order to effect this amalgamation, I proposed that the Collegiate School should be, more completely than at present, divided into an Upper or Classical School, and a Lower or English Commercial School ; that the elements of such Sciences

* Nearly four score.

as it might be deemed advisable to teach, should be thoroughly imparted there, and that every pupil when duly qualified, should be permitted to attend the Lectures of the Professors at King's College.

That provision should be made for whatever extension might be necessary in the nature and number of Lectures to be delivered by each Professor, and that he should have the power to grant certificates of proficiency in each particular branch, and that such certificate should entitle the student to a Degree or other testimonial of such proficiency from the University.

Next I proposed that a Boarding House, under the direction of an efficient person, who should be responsible for the conduct and treatment of the pupils, should be established in connexion with the Collegiate School, and that a similar one should be attached to King's College, thus affording a sufficient guarantee to parents as to the discipline and training of their sons; it being understood that no student would be permitted to reside in College, and that neither pupil nor student would be allowed to reside elsewhere than in the Boarding House under the control and management of the Collegiate authorities, unless at the particular desire of his parents or guardian.

The rest is matter of detail, and the College Council would have to decide as to the branches which it would be advisable to teach in the Collegiate School and in King's College, and to provide for such additional Professorships as would be required, or to render those which now exist more available.

I have every confidence in the ultimate success of such a scheme as I have proposed. Long years of arduous and zealous devotion to his important duties, have secured to Mr. George Roberts the esteem and respect of every man in the Province, whose opinion is worth anything in matters of Education, and the Rev. Mr. Coster's character stands as deservedly high; I cannot doubt therefore, that with the Collegiate School for a basis, with its fifty or sixty latinists as materials for

future graduates, King's College would flourish, and be as successful and as useful as its most ardent supporters could desire.

One fact is worthy of particular notice ; the number of pupils who wish to receive a classical education is on the increase, and I heartily rejoice that it is so ; for although a cry has been raised against the study of the classics—although it has been proclaimed to be a sheer waste of time, a frittering away of years in the acquisition of dead languages which are said to be perfectly useless when acquired—and it has been asserted that all the information to be obtained from Greek and Latin authors could much more readily be imparted by translations ;—yet who are they who say this ? of what value is their opinion in this matter ?

Oh, let us not judge of the utility of Latin and Greek from the statements of those who have early been disgusted with the study of those languages, or of those to whom nature has refused all aptitude for literary attainments. Let us investigate the question without prejudice, and we shall be compelled to acknowledge that their study is an indispensable portion of a liberal education.

I shall not attempt to strengthen this argument by the well-known fact that in modern times no one man has been pre-eminent in literature, in science, at the bar, or in the pulpit, who has not also been an excellent classical scholar. I will leave facts and investigate principles. Now, upon what principle rests the system of making the study of ancient authors a part of education ? Upon this ; that as they offer the best models, it is right to employ them to form the intelligence and the taste, and to direct the labors of youth. This principle cannot reasonably be contested. It is the one adopted by the Romans, among whom every well-educated man studied Greek. Why on the other hand did the Greeks study no language but their own ? because *they* had no models, but served as such to the whole world.

It is needless to enquire why this honor, which must of necessity have belonged to some one nation, fell to the lot of

this one in particular; it is sufficient that all our knowledge is derived from them—from the study of the ancients. Will it be said that our own language is so rich that we can dispense with what has been written in theirs?

What in the first place should we gain by neglecting the riches within our reach? Why should we rest contented with translations merely,—many of them very defective—all of them necessarily inferior to the originals, of that multitude of famous writers who have helped to form our own? People often ask, without well knowing what they say, “Of what use is Latin, since no one speaks it?” I reply—to form the mind—the reason—the taste—of studious youth. Will it be objected that they learn nothing but words? What, will the study of historians, orators, dramatic, epic, and satirical poets, of philosophers, and of the learned of ancient Rome, teach no more than words? will not a vast mass of ideas and of instruction of every kind be acquired at the same time? and can the study of them in English versions accomplish the same object? No! for the difference between reading and studying is great, and the difficulties of the language compel such a degree of attention to the subject, as few youths could otherwise be induced to bestow, when memory alone has to be exercised. while in this case it inevitably becomes enriched by the necessary efforts of intellect. To prove this, examine on Roman or Grecian history a young man whose knowledge of them has been acquired solely from English books, and another who has studied them in the pages of Livy or of Plutarch, and you will then see how superior the amount of ideas and knowledge possessed by the one, is to that possessed by the other.

I pass over a thousand other advantages—I say nothing of that which results from that comparing of men and of writers which has so wonderful an effect in developing mind and talents—of the impulse which the youthful imagination receives from that enthusiastic admiration which cannot fail to be excited by the perusal of the originals; the fruitful sources of imitation which are laid open to those who study them—of an imitation

which is of itself an additional treasure even to the highest talent—in a word, the classical scholar has prepared for him through life inexhaustible delights, the absence of which must be daily and hourly lamented by him who has neglected to become one.

The opponents of a classical education cannot therefore maintain their position—and they have ever been in the minority because they have argued against their convictions if educated men, and against abler adversaries if the reverse.

So long as society exists it must be composed of various grades, and I do not presume too much in adding that ripe as the world is, it cannot yet do without Divines, Physicians, Lawyers and other members of the various learned professions—doubtless a time may come when every man will be all sufficient unto himself, but as yet the time is not come—and the interests of that society require that men who aspire to protect either the souls, bodies, or estates of their fellow-men, should qualify themselves by special studies for the task, and those who have done so will always be preferred to any theological, medical, or legal pretender who may assert that he has *per saltem* acquired the requisite amount of instruction.

Fortunately society has so decided, and the well educated man will ever find its voice raised in his behalf. It recognizes the claims of those who have painstakingly passed through their collegiate course, and receives them with open arms as welcome additions to its ranks.

But while I thus maintain the necessity of an acquaintance with the works of the ancients, I would not be understood to undervalue other and equally important studies, or to assert for a single moment that classical literature is all sufficient, and that he who has learnt Latin and Greek need learn no more. To them their proper place—to mathematics and all the sciences, as indicative of truth discovered—error prevented—inquiry organised—judicious habits formed, and mental energy strengthened—all due honor, all due weight. To history—“the witness of ages, the light of truth, the life of memory, the school of life, the messenger of antiquity,”—its deserved

need of respect and cultivation. To foreign languages, and especially to French, the universal tongue—the language of Courts—the medium of intercourse throughout the civilized world,—that weight which its importance deserves. To eloquence—the art of speaking well—of speaking to instruct—to prove—to refute—to move, and to persuade,—the time, the study needful to acquire it. In the palmy days of eloquence the ancients thought time so spent, well employed; and the senator—the consul—the censor—the legist—the statesman, and every citizen destined to public employment, thus became qualified to discharge them; and though times are changed, and men are no longer required to speak for the safety and glory of a republic, how often has their voice to be raised to defend the fortune or the life of a fellow citizen, to protect their own interests or those of their friends? God grant that eloquence may be henceforth regarded by the youth of this Province as a great and good thing, to be exercised wherever the voice of wisdom, of truth, of virtue, of public interests, of christian charity, of brotherly love, and of humanity, has a right to be raised. Eloquence has ceased to have a tribune of its own, but the Pulpit is yet one for that lofty morality which is rendered more pure and more touching by the sanctity of its motives, and the University is another in which, palm in hand, we may ask as erst was asked in Athens, “who will speak for the public weal?”

And lastly to good breeding and to good manners, that special attention which is indispensable in the scholar who seeks moreover to be a gentleman, who has reflected on all the obligations which society imposes upon him, and who endeavours to discharge them gracefully, polite but not obtrusive, galant but not importunate, an attentive observer of the rules of propriety, kind hearted and gentle, witty upon occasion, discreet, indulgent, generous and brave, the well bred man exercises a sort of moral authority over his fellows, and it is him and him alone whom they should endeavour to imitate.

A good education will not confer all the qualities which society requires us to possess, but it will better enable us to develope and to exert them. These a young man at his entrance into the world must endeavour to acquire, and this he will readily do if his judgment be correct, and if he select a good model for imitation, remembering that the highest mental and moral qualifications lose half their value when they are not combined with politeness, and that the best and most learned man may, if ignorant of the rules of society, render himself ridiculous.

J. M. d'AVRAY.

ABSTRACTS OF INSPECTOR'S RETURNS.

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TABLE A.—Population—No. of Parishes, Districts, Schools and Pupils—Attendance of Pupils—Duration of Schools—Number of School Visits.

COUNTY.	Population as per Census of 1851.		No. of Parishes.	No. of School Districts.	No. of School Houses.	No. of Schools in operation during the year.	No. of School Visits.	No. of Pupils from 5 to 16.	No. of Pupils from 16 to 21.	Total number of Pupils.	Average Attendance.				Time Schools have been kept by Licensed Teachers in Weeks.	Average Time Schools have been kept in Weeks.
	Of all ages.	From 6 to 16.									Males.		Females.			
											Sum.	Win.	Sum.	Win.		
Albert,	6,313	1,807	5	66	46	33	88	984	130	1,114	84	6	64	44	1,084	33
Carleton,	11,108	3,088	8	72	58	61	214	1,836	174	2,010	84	7	74	74	1,724	28
Charlotte,	19,938	5,615	10	93	116	125	366	3,871	161	4,032	9	8	8	7	4,092	33
Gloucester,	11,704	3,477	7	47	29	38	128	1,098	31	1,129	6	8	6	7	1,448	38
Kent,	11,410	3,179	6	36	43	43	123	1,273	64	1,337	9	84	7	8	1,837	42
King's,	18,842	5,172	9	157	143	123	402	3,265	518	3,783	6	8	6	5	4,355	36
Northumberland,	15,064	4,217	10	105	76	51	64	2,157	175	2,363	8	9	7	8	1,855	36
Queen's,	10,634	2,834	10	94	85	76	357	1,673	203	1,876	6	7	5	6	2,413	33
Restigouche,	4,161	1,285	5	14	24	14	56	507	56	563	5	7	6	5	444	32
Saint John,	38,475	9,656	5	41	61	58	165	2,644	156	2,800	18	17	10	8	2,840	49
Sanbury,	5,301	1,662	5	35	31	26	31	697	102	799	9	84	9	7	988	36
Victoria,	5,408	1,534	7	12	9	9	30	292	7	299	10	9	9	8	790	43
Westmorland,	17,814	5,027	7	128	106	95	401	2,999	227	3,226	9	8	8	7	3,632	38
York,	17,628	4,771	12	79	76	76	251	2,478	196	2,674	10	7	8	5	2,672	34
Totals and Averages.	193,800	53,324	96	979	903	823	2,553	27,774	2,200	29,005	9	8	8	64	29,774	36

TABLE B.—*Subjects actually taught, and number*

COUNTY.	SUBJECTS ACTUALLY TAUGHT AND NUMBER OF PUPILS IN EACH.													
	Spelling.	Reading.	Writing.	Arithmetic.	English Grammar.	Geography.	History.	Book-keeping.	Geometry.	Mensuration.	Land Surveying.	Navigation.	Algebra.	Other subjects not prescribed.
Albert,	1170	1051	775	701	320	341	175	37	8	35	6	6	13	<i>a</i> 24
Carleton,	1495	1464	1056	694	517	414	125	52	5	4				<i>b</i> 39
Charlotte,	3079	3032	3317	2154	659	657	143	47	18	23	1	1	8	
Gloucester,	1084	895	616	506	61	25	1	5		3				<i>c</i> 16
Kent,	1346	857	754	594	172	144	34	16	18	2				<i>d</i> 265
King's,	3605	3216	2535	2058	898	964	340	68	6	25	3			<i>e</i> 231
Northumberland	1775	1715	1361	1161	267	335	60	7		26		1	3	<i>f</i> 23
Queen's,	2174	2220	1743	1323	1132	592	434	90	18	31	7	6	12	
Restigouche,	481	439	293	219	36	10		3						
Saint John,	2579	2165	1680	1418	715	766	289	98	39	55	5	21	22	<i>g</i> 68
Sunbury,	799	706	567	500	227	236	139	26	9	16	6	3	6	<i>h</i> 13
Victoria,	162	227	177	117	46	17	4	7						
Westmorland,	3152	2717	2117	1732	720	619	345	93	44	29	8	9	23	<i>i</i> 136
York,	2243	2107	1303	1342	547	523	197	17		12				<i>l</i> 89
	22144	22121	18394	14519	16317	5643	2286	568	165	261	36	47	96	904

a Greek, Latin, Natural Philosophy.
f Fancy Work and Composition.

b Natural Philosophy.
g Astronomy and Composition.

TABLE C.—*Teachers—Their Sex, Classes, Religious*

COUNTY.	Male Teachers.				Female Teachers.				Total of both Sexes.
	Classes.				Classes.				
	First.	Second	Third.	Total.	First.	Second	Third.	Total.	
Albert,	5	4	12	21	7	2	6	15	36
Carleton,	12	2	18	32	4	3	14	21	53
Charlotte,	12	18	21	51	12	8	54	74	123
Gloucester,	..	1	22	23	..	1	13	14	37
Kent, <i>a</i>									
King's,	11	33	47	91	32	5	18	55	146
Northumberland,	5	4	28	37	1	2	10	13	50
Queen's,	12	23	18	53	6	3	12	21	74
Restigouche,	..	..	12	12	..	..	2	2	14
Saint John,	13	13	17	43	7	5	4	16	59
Sunbury,	3	2	8	13	4	1	8	13	26
Victoria,	1	2	4	7	..	..	2	2	9
Westmorland,	9	12	50	71	9	4	17	30	101
York,	9	20	30	59	5	3	10	18	77
	92	134	287	513	87	37	170	294	807

a No Returns.

of Pupils in each—School Books—School Houses.

SCHOOL BOOKS. ▼		SCHOOL HOUSES.									
Those approved by Board of Education.	Others.	No. of School Houses.	Description.			With Yard or Privy.	Without Yard or Privy.	No. owned by Districts.	No. rented.	No. erected during year.	By what means.
			Log.	Framed.	Other.						
Approved	& others.	46	3	41	2	42	4	42	4	1	By inhabitants.
Do.	Do.	55	12	35	8	4	51	40	15		
Do.	Do.	116	11	105		96	20	92	24	1	By inhabitants.
Do.	Do.	29	9	20		10	19	22	7		
Do.	Do.	40	28	31		39	1	28	12		
Do.	Do.	143	13	127	3	8	135	133	10	10	By inhabitants.
Do.	Do.	76	15	46	15		76	72	4		
Do.	Do.	85	19	66		1	84	79	6	13	By inhabitants.
Do.	Do.	24	17	7			24	23	1	1	By inhabitants.
Do.	Do.	61	12	49		61		63	18	2	By inhabitants.
Do.	Do.	31	5	26		2	29	26	6	1	By inhabitants.
Do.	Do.	9	6	3			9	9			
Do.	Do.	106	5	101			106	86	20	5	By inhabitants.
Do.	Do.	76	14	62		6	70	73	3	4	By inhabitants.
		897	169	719	28	269	628	768	129	38	

c French Grammar.

d Latin and Natural Philosophy.

d French Grammar.

k Not specified.

e Fancy Work.

i Object Lessons and Dictation.

Persuasion, and average Semi-annual Salaries.

Religious Persuasion of Teachers.								Average Semi-annual Salaries of Teachers.			
								Males with Board.	Males without Board.	Females with Board.	Females without Board.
C. E.	R.C.	P.	M.	B.	C.	Others	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
..	..	3	2	25	2	4	12 10 0	21 0 0	6 10 0	14 3 9	
11	2	4	9	23	2	2	25 0 0	30 15 0	..	19 17 6	
35	13	17	26	32	..	2	11 8 4	19 15 5	6 16 6	13 7 0	
9	22	4	1	..	..	1	13 1 3	24 4 5	10 0 0	18 7 8	
60	10	17	10	45	..	4	7 8 0	16 17 11	5 1 8	11 17 8	
5	22	15	7	2	..	..	16 1 2	22 15 0	8 11 3	20 13 5	
32	6	7	2	21	1	5	21 4 2	36 6 3	12 4 2	25 5 9	
1	1	12	..	..	..	..	23 7 6	26 18 6	18 15 0	28 15 0	
24	18	5	6	5	1	..	18 5 0	33 2 6	15 7 3	29 10 6	
2	4	3	4	13	..	..	22 0 9	31 0 9	13 17 6	24 6 3	
..	6	2	..	1	..	..	..	..	..	..
24	26	12	21	12	..	6	17 4 4	29 0 4	14 3 0	22 12 9	
19	10	17	6	21	..	4	21 9 2	29 18 0	16 15 0	22 19 4	
221	140	118	94	200	6	28	17 8 3½	26 16 2	10 13 5½	20 19 8½	

TABLE D.—*Moneys received and expended for Parish School purposes in each County.*

COUNTY.	MONEYS RECEIVED.					Total expended.
	Provincial allowance.	Realized by Assessment.	Subscribed by Inhabitants.	From whatever other source.		
Albert,	£559 17 6	..	£559 5 0		£1,119 2 6	
Carleton,	784 9 4	£10 0 0	940 13 6		1,735 2 10	
Charlotte,	1,936 11 10	58 0 0	2,693 19 6	{ Special Grant, £15 } { Madras Board, 20 }	4,523 11 4	
Gloucester,	629 7 6	..	609 9 2		1,238 16 8	
Kent, <i>a</i>						
King's,	1,873 16 9	26 5 0	3,056 9 3		4,956 11 0	
Northumberland,	516 10 11	..	1,213 14 3		1,730 5 2	
Queen's,	1,471 4 3	..	1,520 10 0		2,991 14 3	
Restigouche,	254 7 6	..	362 5 0		616 12 6	
Saint John,	1,522 11 8	..	1,695 9 10	{ Madras Board, £80 } { Rent of Lands, 65 }	3,363 1 6	
Sunbury,	461 1 11	..	452 8 4	{ Rent of Lands, .. }	921 0 3	
Victoria,	230 10 0	..	257 0 0		487 10 0	
Westmorland,	1,728 10 9	..	2,309 17 0		4,038 7 9	
York,	1,245 10 0	..	1,228 2 6	Madras Board, ..	2,533 12 6	
	£13,214 9 11	£94 5 0	£16,699 3 4	£247 10 0	£30,255 8 3	

a No Returns.

TABLE E.—Amount of Money drawn from the Provincial Treasury for the Parish School service during the year 1855.

Money paid on Superintendent's Schedule.	Special Grants by Legislature.	Salaries to Training Master and Assistants, and Contingencies.	To Pupil Teachers of Training School.	Salary of Superintendent.	Salaries of Inspectors.	Total.	Total including Contingencies.
£15,710 7 5	£487 7 10	£312 6 8	£390 0 0	£208 6 0	£1,203 1 6	£18,311 9 5	£18,414 4 1

PARTICULARS.							
COUNTIES.				General Schedules issued in May and October.	Special Schedules issued at sundry times.	Total.	
Albert,	..	..	..	£596 19 2	£79 17 8	£596 19 2	2
Carleton,	..	..	..	1,273 14 6	304 1 5	1,353 12 2	2
Charlotte,	..	..	..	1,804 2 11	27 10 0	2,108 4 4	4
Gloucester,	..	..	..	597 10 0	11 5 0	625 0 0	4
Kent,	..	..	..	788 19 4	56 15 5	800 4 4	4
King's,	..	..	..	2,089 13 7	38 15 0	2,146 9 0	0
Northumberland,	..	..	..	892 1 3	71 10 0	930 16 3	3
Queen's,	..	..	..	1,414 10 1	..	1,486 0 1	1
Restigouche,	..	..	..	202 14 2	26 5 0	202 14 2	2
Saint John,	..	..	..	1,507 10 4	..	1,533 15 4	4
Sunbury,	..	..	..	461 1 9	..	461 1 9	9
Victoria,	..	..	..	247 14 2	10 15 7	258 9 9	9
Westmorland,	..	..	..	1,730 1 11	11 5 0	1,741 6 11	11
York,	..	..	..	1,446 6 8	19 7 6	1,465 14 2	2
				£15,052 19 10	£657 7 7	£15,710 7 5	5

* Contingencies, £102 14 8.

TABLE I.

ABSTRACT of Male and Female Teachers who completed their Six Months' Engagements on or before the 30th day of September last, and who were certified on the Superintendent's Semi-annual Schedule as entitled to Provincial Allowance up to that date.

				First Class.	Second Class.	Third Class.	Total.
ALBERT—	Males,	..	..	6	2	5	13
	Females,	..	..	4	3	3	10—23
CARLETON—	Males,	..	..	5	6	18	29
	Females,	..	..	8	..	13	21—50
CHARLOTTE—	Males,	..	..	8	16	21	45
	Females,	..	..	9	6	45	60—105
GLOUCESTER—	Males,	..	..	..	1	19	20
	Females,	..	..	..	1	9	10—30
KENT—	Males,	..	..	2	2	16	20
	Females,	..	..	4	1	9	14—34
KING'S—	Males,	..	..	7	22	25	54
	Females,	..	..	14	4	9	27—81
NORTHUMBERLAND—	Males,	..	..	4	4	22	30
	Females,	..	..	1	2	10	13—43
QUEEN'S—	Males,	..	..	11	15	19	45
	Females,	..	..	4	4	7	15—60
RESTIGOUCHE—	Males,	..	..	..	..	8	8
	Females,	..	..	..	..	1	1— 9
SAINT JOHN—	Males,	..	..	14	15	14	43
	Females,	..	..	6	6	4	16—59
SUNBURY—	Males,	..	..	3	..	8	11
	Females,	..	..	1	1	6	8—19
VICTORIA—	Males,	..	..	1	1	4	6
	Females,	..	..	1	1	1	3— 9
WESTMORLAND—	Males,	..	..	8	11	36	55
	Females,	..	..	4	3	14	21—76
YORK—	Males,	..	..	9	14	21	44
	Females,	..	..	4	2	7	13—57

Total of First Class Teachers: Males 78, Females 60—138. Total of Second Class Teachers: Males 109, Females 34—143. Total of Third Class Teachers: Males 236, Females 138—374. Grand Total of Male and Female Teachers certified on September Schedule, 655.

TABLE 2.

ABSTRACT of Schools in operation at various times during the year 1855, compiled from the Local Inspectors' Returns ; of School Houses, and of Districts, shewing so far as can be ascertained, the number vacant.

COUNTY.	In operation at various times.	Number of School Houses.	Number of School Districts.	Districts vacant.	School Houses vacant.
Albert, ..	33	46	66	33	13
Carleton, ..	61	58	72	11	..
Charlotte, ..	125	116	93	..	..
Gloucester, ..	38	29	47	9	..
Kent, ..	43	43	36	..	..
King's, ..	123	143	157	34	20
Northumberland, ..	51	76	105	54	25
Queen's, ..	76	85	94	18	9
Restigouche, ..	14	24	14	..	10
Saint John, ..	58	61	41	..	3
Sunbury, ..	26	31	35	9	5
Victoria, ..	9	9	12	3	..
Westmorland, ..	95	106	128	33	11
York, ..	76	76	79	3	..
	828	903	979	207	96

From the above Abstract, it would appear that 207 Districts have been unprovided with Schools, and that 96 School Houses have been unoccupied during the past year ; but such and so frequent are the changes made by the Teachers, many of whom do not teach longer than six months in any one place, that it is impossible to arrive at any thing more than an approximately correct statement.

The Abstract on the preceding page shews, not the number of the Teachers employed, but of those whose six months' engagements ended in September last. It will be seen that the number of Third Class Teachers greatly exceeds that of the First and Second Classes united, and that only 138 of the First or highest Class were engaged, against 169 at a corresponding period last year. All the enquiries I have made on this subject lead to this conclusion : that the additional 25 per cent. granted to Teachers has induced a vast number of persons, chiefly young women, to engage for short periods, for the sake of the Provincial allowance, and that their readiness to teach on exceedingly moderate terms has prevented the

engagement of better qualified Teachers, who would have required larger assistance from the people. I acknowledge the usefulness of Third Class Teachers, and especially that of many of the Females; but I cannot refrain from suggesting, that in order to prevent the undue multiplication of Schools, and the excessive expenditure of the Provincial Funds, all untrained Male and Female Teachers of the Third Class should be reduced to £18 and £14 respectively. A reference to Table E shews a total of £18,414 4 1 as the amount expended for the Parish School service during 1855, the money paid on the Superintendent's Schedule being £15,710 7 5, against £12,539 12 11 in 1854; an increase which may take place from year to year, unless some means be adopted to check it and to enforce the due payment of the sums subscribed by the inhabitants.

J. M. d'A.



APPENDIX.

PROVINCIAL TRAINING SCHOOL, SAINT JOHN.

*To His Excellency the Honorable John Henry Thomas Manners Sutton,
Lieutenant Governor of the Province of New Brunswick, Commander
in Chief, &c. &c. &c.*

MAY IT PLEASE YOUR EXCELLENCY,

The time having arrived when it becomes my duty to make an annual statement of the condition of the Provincial Training School under my charge, I beg to submit the following Report:—

During the year 1855 there were admitted seventy two Teachers and Candidates, of whom twenty three had previously held Third Class Licences from County Inspectors, and attended the Training School with a view of obtaining a higher classification. The remaining forty nine were persons who wished to devote themselves to the work, but had not previously had any experience in teaching.

Of the above number, twenty five were males and forty seven females, thus again this year, as in several preceding years, the number of females who have devoted themselves to the work of teaching has preponderated over that of males. I am very decidedly of opinion that this is not so much a cause for regret as is supposed by some persons; for, taken as a whole, the females who have attended the Institution, have had superior advantages to those of the other sex, while their aptitude for teaching is by no means inferior. It is supposed by some that females are not so capable of maintaining government in Schools as men are, a sentiment in which I can by no means concur, being of opinion that they generally maintain as efficient order as men do, and often by gentler means. This opinion is supported by what I have witnessed as School Inspector in England, as well as by what I have seen in occasional visits to Schools in different parts of this Province. It is further sustained by the experience of the New England States, where female Teachers are employed in preference to males, from the conviction that their services are as efficient, while they can be obtained at less cost, by which means the Schools can be continued for a longer period.

I believe that in many positions the services of male Teachers would be preferable, but until the inhabitants of the Province

are willing to sustain Teachers better than they do at present, it will be vain to expect intelligent young men to devote themselves to the work, or at least to continue in it for any lengthened period.

Of the deportment and generally of the application of the Candidates too much cannot well be said ; all have conducted themselves in the most creditable manner, and have thereby given ground for hoping much for their future usefulness as Teachers.

There continues to be a great want of Teachers in most parts of the Province. I have always by me several applications for Teachers which it is impossible to meet. On this account Candidates are sometimes received who have not had opportunities for acquiring the requisite amount of information ; but their neighbours, unable to get more competent Teachers, have requested them to undertake the instruction of their children. In such cases all possible assistance is rendered to them, but where their previous attainments are so limited it is evident that very much cannot be done for them in the short term of twelve weeks. When the subject of education comes again before the Legislature it will be necessary that the period of attendance be lengthened.

Having in my last Report detailed to Your Excellency the course of studies pursued in the Provincial Training School, it will not be necessary for me to repeat them here.

In the juvenile department there are 62 pupils. During the year we were under the necessity of obtaining new premises, the lease of those held having expired ; as we were compelled to remove from one end of the city to the other, our juvenile school was nearly destroyed, the pupils finding the distance too great for continued attendance. These interruptions seriously impede our desired progress, and lead to the fervent hope that the time may not be very distant when suitable premises shall be erected for permanent occupation.

It has not been an unfrequent thing for persons to speak disparagingly of the state of the Schools in the Province. It is evident in many cases that these remarks are suggested by personal or political considerations, and often are made by those who have but little acquaintance with the subject on which they volunteer their opinions. It is, however, unquestionably true that very much remains to be done ; but it is equally true that very much has been done, and that our Parish Schools—though generally admitting of improvement, are in a much better state than they were before they were

placed under the supervision of the Provincial Board of Education: this is exhibited in the Reports of the County Inspectors; and testimony to the same effect is adduced by many who are competent to give an opinion, and have had sufficient opportunities for forming a correct judgment in the matter. It ought to be known, that while we have Teachers of whose efficiency much cannot be said, we have at the same time many Teachers in different parts of the Province, who would be an honor to any country. It would be inadvisable to mention names, but it is gratifying to know that they obtain the respect which they deserve in their several localities.

It is probably no part of my duty to advert to the various points that require attention when the subject of Education comes again before the Legislature, though if called upon to do so I shall be happy to state those impressions which have been formed on my mind as the result of a somewhat lengthened practical acquaintance with the subject of Education in general, and its condition in this Province in particular; I cannot however close this Report without repeating an opinion which I have often expressed before, that any legislation on Education will be decidedly defective unless it embraces the principle of *local assessment for the maintenance of Schools*. It will not probably improve the position of Teachers in respect to pecuniary matters to the extent that some think it will, though it will in other respects be to them more satisfactory than the present system; but it will contribute very greatly to the general intelligence of the Province by increasing the number of Schools and lengthening the term of their continuance; more anxiety too will be evidenced then to get good Teachers rather than cheap ones, for as they will have to pay the same amount they will be anxious to secure the services of efficient instructors. It came to my knowledge a short time ago that in one Parish where they have ten School Houses they had not one School in operation, though the people are comparatively wealthy, having excellent and productive farms; if the principle of assessment was in operation in that *County*, the inhabitants of that *Parish*, having to pay their School tax, would be sure to secure Education for their children that they might have some consideration for the money which they paid to the Collector.

I have the honor to be

Your Excellency's most obedient servant,

EDMUND HILLYER DUVAL.

The following are the Statistics of the Provincial Training School for the year 1855:—

Licenced Teachers,	-	-	-	-	23
Candidates,	-	-	-	-	49
					——72

Male Teachers,	-	-	-	-	25
Female “	-	-	-	-	47
					——72

Episcopalians,	-	-	-	-	15
Wesleyan Methodists,	-	-	-	-	7
Presbyterians,	-	-	-	-	12
Baptists,	-	-	-	-	30
Roman Catholics,	-	-	-	-	6
Christian Band,	-	-	-	-	1
Unitarian,	-	-	-	-	1
					——72

Natives of New Brunswick,	-	-	-	-	52
Nova Scotia,	-	-	-	-	2
Prince Edward Island,	-	-	-	-	1
England,	-	-	-	-	6
Ireland,	-	-	-	-	6
Scotland,	-	-	-	-	4
United States,	-	-	-	-	1
					——72

Under 20 years of age,	-	-	-	-	32
Between 20 and 30 years of age,	-	-	-	-	33
30 and 40 “	-	-	-	-	6
40 and 50 “	-	-	-	-	1
					——72

INSPECTORS' SUPPLEMENTARY REPORTS.

ALBERT.

DEAR SIR,—You will observe that about one half of the School Districts in this County have been destitute of the advantages of Schools for several years, a large proportion of which are remote, with a sparse population, and embracing comparatively a new and uncultivated country, offering little inducement, independent of Provincial aid to the instructor of youth to take up his abode there, even were his services solicited. Though many Districts are thus virtually excluded from participating in Common School privileges, there are many School Districts embracing a large share of wealth, with I may say a comparatively dense population, well able to support a School throughout the year, I regret to say seemingly indifferent, at all events extremely careless about the education of their children. This is a state of things deeply to be regretted, especially when such facilities exist for the encouragement of Education, and more especially so when the innocent are made the chief sufferers. The Schools in operation during the year in this County are as a whole respectable, though some few hardly come up to that standard, to name which it would probably appear invidious. The Schools are generally well supplied with books; some with maps, though not general. The books used are chiefly those published by the National Board, Ireland. Though Morse's Geography is in general use, its introduction into our Schools is to be attributed to the desire of the people themselves.

One School House has been erected during the year of a very respectable character, and another thoroughly repaired which renders it as good as new, both being commodious and comfortable, while a third of respectable size is being constructed; upon the whole this is a good start in the right direction and upon the proper system, all being large and capacious.

In the erection of School Houses however, special regard should be had to the selection of the site, as the most central position, combining eligibility of situation, should invariably be kept in view. This however I fear is not always observed,

and unless some special power be vested in the local Trustees to determine the sites for School Houses, local evils and jealousies will necessarily arise, and in some cases injudicious location of School Houses be the result.

I am, Sir, yours very truly,

ALBERT STEEVES.

J. M. d'Avray, Esq.

CARLETON.

Carleton, December 15, 1855.

DEAR SIR,—The time has again arrived when it becomes my duty to make a Report to you of the condition of the Schools in this County, and it affords me pleasure to be enabled to state that they have in general continued to improve since I last addressed you in reference to them.

I have no hesitation in stating that there now exists throughout this County a greater regard for the things which the wise and good would desire to have taught, with more general and consistent action in accordance with such desire. In almost every School House, I have from time to time with great satisfaction observed the beneficial result of the introduction of the Works on History and Geography illustrated by Maps, to which I had the privilege of some degree contributing. This fact induces me to hope, that by the Legislature and Government every reasonable inducement will be afforded, and all reasonable encouragement will be presented to our people to furnish their children with the necessary aids to a good education. To you, Sir, it may be almost needless for me to remark, that a School House without works on History and Geography, with the indispensable accompaniment of Maps, is but a poor and meagrely furnished place for the development and direction of the faculties of those who are to succeed us.

I had last year the satisfaction of bearing my testimony to the superior merits of a considerable proportion of the Teachers in the County of Carleton, and I now feel it incumbent on me to refer to the especial aptitude for discharging the duties of their vocation, manifested by those who enjoyed the benefit of receiving instruction in the Training School formerly under your own superintendence at Fredericton. It is, I must allow myself to say, a subject of no little regret, that so valuable an institution should no longer be maintained in our Provincial Capital. I earnestly hope that means may be provided for its

re-establishment on a larger and securer footing. Unless something of this kind be done, New Brunswick must still submit to the disgrace of being educated by those who, in too many instances, shew by their lack of sound intelligence and disregard of great and holy principles—continually exhibited by the baseness and vulgarity of their thought and action, their lamentable deficiency in all the requisites for and characteristics of a good education. Even here and now, is there ample occasion to deprecate the inevitable consequence of “the blind” undertaking to “lead the blind.”

During the present year, several School Houses have been built on an improved plan, suggested by the Rev. Mr. Hunter and myself. Here allow me to observe, that the cordial and able assistance which I have continually received from Mr. Hunter, (a gentleman rightly beloved for his virtues, and admired for his distinguished talents,) has greatly aided me in my efforts to advance the cause of Education in the County of Carleton. This much esteemed gentleman fully agrees with me in the opinion that it is of essential importance that far greater attention should be paid to the construction of School Houses, than has heretofore been given to this subject. Rude log huts, poorly ventilated and lighted, ill furnished also within doors and without, can hardly be fitting places for the instruction of boys and girls—not merely in general knowledge, but in the decorum and propriety of civilized life. If “*maxima debetur pueris reverentia*” be often quoted with admiration from the great author of antiquity, every person of right feeling must be prepared to admit that peculiar regard should be given, where the two sexes are assembled to receive instruction from the same Teacher. But such topics as these are among those, “*quæ nec percunctari nec audire sine molestia possumus.*”

The very marked advancement of our Common Schools, consequent upon the enlightened and persevering efforts of the Legislature for their improvement, justifies the confident persuasion that they will before very long assume a rank still higher, and present a character which will fully gratify the patriotic lover of progress and education. In this hope, in which I am assured you will cordially unite, I have much pleasure in subscribing myself, dear Sir,

Your obliged and faithful servant,

EDWIN J. JACOB.

J. Marshal d'Avray, Esquire,
Chief Superintendent of Schools, Fredericton.

P. S.—I regret very much that in consequence of the neglect of many Teachers to furnish me with duplicates of their Registers and Returns, it has been out of my power as yet to complete my Annual Return as Inspector. I hope however, to be able to furnish you with it before your Report is sent to the Press. In case it should not reach you in time for this purpose, I may remark that all the important information which it could contain, is to be found in the published Return of last year.

E. J. J.

CHARLOTTE.

St. George, 15th November, 1855.

DEAR SIR,—Herewith you will receive my School Report. One thing in it may perhaps attract notice, that is, the School visits for the past year do not correspond with the number charged in the four last Quarterly Returns. To account for this, it must be observed that a number of the School Teachers I visited the two last Quarters have not made returns, their periods overrunning the 30th September. Of course it will occur to you that such would be the case; but it involves a larger number than you might suppose, and in my Report no Schools are noted down except such as have made Returns, and therefore the visits to them not mentioned. Besides these are a few Teachers who make no Returns at all; I don't mean private Schools, but such as start as Teachers under the School Law, and their Schools failing, or for some reason or other they don't continue long enough to entitle them to return. Two Teachers whom I visited last Summer, after keeping School for about six weeks each, started off with their relatives to the States. There are also, as you are aware, visits to private Schools, besides sometimes the Academy, which the Board are so liberal as to allow me for. I say all this, not with a view to do away with the imputation of having charged more visits than were really made, but the appearance of things might look rather anomalous, and it may not be amiss to account for it.

The Report for the present year exhibits a considerable increase in the number of Schools in this County over that of the last. This in my opinion is owing chiefly to the increased facilities afforded by the present School Law for licencing Third Class Teachers, particularly females, who now predominate in this County, and have spread into the rural districts, where from inability or unwillingness the inhabitants would

go without a School rather than be at the expense of a male Teacher. These girls work cheap, many of them getting but £6 or £7 half yearly, besides board, which is little more than one third of what would be thought fair remuneration for a man, considering the rate of wages going. This state of things has been by some considered as operating prejudicially to the male Teachers, but this I hardly conceive to be the case; their number is comparatively small, and in the towns and populous places where their services are most required, they are patronized to about as great an extent as ever. There are now some male Teachers in this County whose abilities are of a high order, and no question but they will stand their ground notwithstanding any amount of female competition.

There is one thing cannot fail forcibly to attract notice on looking over the Returns, that is, the small amount of average attendance compared with the whole number of scholars. Taking it in Winter when the Schools are fullest, it is less than one half; were the rural districts taken separately, the deficiency would appear still greater. This shews a deplorable degree of apathy and indifference on the part of some parents to the education of their children, especially when the means are provided to their hands, the Government paying the better half of the Teachers' salaries, and they themselves the remainder in the shape of regular tuition fees, which still run on at the same time that their children are allowed to stay away from School; this state of things is rather unaccountable, and there appears no remedy for it.

Judging from appearances there must have been a time formerly when Schools were better patronized in this County than they have been of late years. The School Houses are mostly of ancient date, and stand much in need of repairs, which are most reluctantly furnished. Some new districts are without any School House. There has been but one new one built the past year and that not half finished. A great deficiency of forms and benches, and not a few of the Teachers are without a desk, an almost indispensable article. The depression of the lumber trade, on which this County so much depends, and the consequent hardness of the times, may be one cause of this slackness the present year, and it is to be hoped there will be some amendment in time to come.

PATRICK CLINCH.

GLOUCESTER.

Bathurst, November 16, 1855.

SIR,—In making a few remarks on the state of our Schools, and on the alterations in the present School system that seem necessary for their improvement, I may observe, in the first place, that our Schools are, generally speaking, in nearly as satisfactory a condition as can be expected under the management of untrained Teachers. The greater part of the present Teachers, only three of whom have attended the Training School, are exerting themselves successfully, considering the very limited extent of their qualifications (with a few exceptions) and the numerous discouragements under which they are almost all labouring. Some, however, in poor districts, especially among the French, are not capable of doing much good; but they cannot be superseded, at present, with any advantage to their pupils. It has been found almost impossible to induce them to impart the little knowledge they possess, with any thing like a due attention to regularity. They can see nothing in orderly systems but unnecessary trouble. It must be acknowledged, indeed, that the irregularity of attendance on the part of the pupils in some of the Schools, renders a systematic communication of knowledge, in some respects, very difficult.

With School books our English Schools are generally pretty well supplied; though some of them appear to be furnished with only about a third or a half of the number of Reading books required, and these few seem to be common property. Many persons—not always of the poorest class—avail themselves, as long as possible, of the generosity of those who take care to provide their children with suitable books, and are willing, or at least do not refuse, to let others “look on.”

A proper set of books is still very much wanted for the French Schools.

As to improvements in the present School system, it seems to be generally understood that the essential requisites are—Trained Teachers for all the Schools, and adequate salaries, properly collected, for them. However well untrained Teachers may perform their duties, they would certainly be able to manage their Schools still better if they underwent a course of training. If a Training School were established in Miramichi for the benefit of these Northern Counties, many persons would attend it who will never think seriously of going to the one in Saint John; on account, principally of the expense of travelling so far.

The recent addition to the salaries of Teachers was an important step in the right direction. A further increase would tend materially to augment the number of really efficient Teachers.

If Teachers were relieved from the necessity of collecting the amounts of their subscription lists, many unseemly collisions with the parents of their pupils would be avoided. A request recently made by one of our best Teachers for the payment of a sum that had been long due to him, was met by a challenge to fight on the spot.

Something has been said about imposing the duty of collecting contributions for the support of Schools upon Inspectors; but Inspectors—unless they should happen to be Lawyers—would find this duty intolerably burdensome. I think the duty ought to devolve either upon the Province Treasurer and his Deputies, or on the Parish tax-gatherers, or on both.

I remain, Sir, yours truly,

JAS. SMITH.

J. M. d'Avray, Esq.,
Chief Superintendent of Schools.

KENT.

Richibucto, Kent, November 21, 1855.

SIR,—I am in receipt of your kind favour of the 14th instant, for which please accept of my sincere thanks.

I beg to inform you that I find it impossible to draw up a correct Annual Return, according to the printed forms furnished, for want of due information on the subject. I have waited, expecting to receive some documents kept by the late and much lamented Mr. Wheaton, but up to date have not succeeded; I also endeavoured to obtain the requisite information from the Teachers, but in this I was also disappointed; there have been many changes as regards Schools and Teachers during the period. If it is possible I have to request you will be pleased to dispense with it for this term.

I am, Sir, your most obedient servant,

HENRY L. DWYER.

J. M. d'Avray, Esquire,
Chief Superintendent Education, Fredericton.

KING'S.

Sussex Vale, 31st December, 1855.

SIR,—The past year has been one of great improvement in the Schools under my inspection. Not only has the number

of pupils increased, five hundred, but more Schools have been in operation during the year, and my Tabular Report shews a greater average of weeks during which the Schools have been in operation, and the average attendance of pupils has somewhat improved. Another decided improvement, which I am pleased to note, has taken place in the attainments of the junior classes, in consequence of increased attention having been paid to their tuition. To this point I have directed much of my attention during the past two years, to break up the practice often adopted formerly, of having a few scholars pushed forward, and all attention paid to them, to the detriment of the majority (especially the younger) of the pupils.

Again, I am gratified to find that the people have become more earnest on the subject of Education, and have shewn more of that anxiety and good will which is so necessary to the permanent advancement of any system of Education. True, there are exceptions to the bright side, but it is satisfactory that they are not more numerous ; and although in some Districts it is difficult to have School Houses repaired and a proper supply of books obtained, yet the sun of progress is gradually dispelling the mists of indifference, prejudice, and misapprehension.

It has struck me as remarkable that the communications to Newspapers which have come under my notice, have exhibited so great a want of correct knowledge of the subject, in those who have undertaken to write upon the present state of the Schools of New Brunswick. The statements sometimes thus put forth are calculated to do a great injury to the cause they pretend to advocate, and to mislead those who have not given the matter their consideration. With reference to some cases the observations may be correct, but to represent that the Schools of the Province are in so miserable a state—to say that each successive School Act has made the matter worse and worse continually—is to shew that the writer has not that general knowledge which is required to give a correct estimate of the working of our School system. My experience in this County (one of the largest) leads me to this conclusion after ten circuits through it. Persons should bear in mind that in so new a country, the majority of the inhabitants have necessarily been much engaged in struggling with the difficulties incident to settling a country and procuring the necessaries of life, and have but lately acquired the means of paying proper attention to the educational wants of their children ; and this should be considered in comparing this with older countries.

But to proceed. At the close of this year more Districts were filled than at any time during the past two years. More than one third of the engagements of male and female Teachers during the year have been made without *boarding round*.

The Teachers generally deserve praise; they seem to be actuated by an increasing desire to acquit themselves honorably in the discharge of their duties. Many Teachers of both sexes have successfully exerted themselves to raise the character of their Schools. The pupils exhibit, by their acquirements, a commendable diligence.

Having thus briefly noticed the present state and signs of improvement in the educational state of this County; I shall glance at such things as seem susceptible of improvement, and shall most respectfully suggest such changes as seem called for. In doing this I shall consider the subject in the following order:—

Firstly, Teachers—their training, employment, and payment. It appears to me that the period allowed for training Teachers is entirely too limited. What can be expected in the short period of twelve weeks? Either this period should be increased to at least one year, or candidates should pass through some preparatory Local or County School before attending the Training School, and in either case should be required to sign—as in Canada—a declaration of intention to devote themselves to the profession of School teaching. Perhaps we should not then hear so much of the want of ability and efficiency of Teachers. I may mention here, that sometimes persons are found useful as Teachers in remote Settlements, but are hardly entitled to be placed on the list of Third Class Teachers; and if in addition to the above, Inspectors had power to certify to entitle such persons to ten or twelve pounds per annum Provincial allowance—if satisfied with their teaching—(these cases would occur but rarely and yet) it would prevent applications by such persons to the Legislature, and beside more strictness could then be exercised in granting third class licences, and none admitted but those fully qualified. As to the employment of Teachers, as I have in a former Report noticed, proprietors often being strangers to Teachers are liable to employ an indifferent one—or they may take the cheapest one—sometimes they admit that they are not good judges of competency, but presume from the person holding a licence that all is right. Suppose an injudicious selection: in due time the Inspector goes round and examines the School, he visits again, and finds very little or no improvement—nay, perhaps rather retrograding—he

finds the Teacher comparatively of no use, yet this Teacher may have been substituted for a good one: what is to be done? He may tell the Teacher to do so and so—but if skill, energy, and knowledge are wanting in the Teacher, how are they to be got out? The Inspector feels that the people's money is wasted, the Provincial allowance lost; the people have employed—perhaps they are even satisfied with—the Teacher; the Inspector, although grieved and annoyed, must only do the best he can with him; perhaps his engagement is nearly expired, he allows him to finish it. Again, it may happen that in certain Districts a good Teacher may not be appreciated; he may have to struggle on through many difficulties, yet if he is well and punctually paid, that, with a consciousness of having done his duty, will act as a balm to his wounded feelings. Therefore to have the best of the Teachers employed, and to prevent good Teachers from being not only badly treated but also badly paid, I propose that there should be a better system of employing and paying them; either by appointing a local board or a Commissioner as hereafter mentioned, and keeping a book in which Teachers desiring to engage should enter their names with the amount of salary they would accept, and the kind of School they would undertake to teach; and Districts in want of Teachers should be entered, together with the kind of Teachers they severally might require, and the amount of salary they would give. The person or persons keeping the Registry Book would soon become acquainted with the Teachers and the Districts; and would employ none but good Teachers, and Teachers would be saved the time and expense of searching out Schools, and could have their engagements made in advance. Teachers with families are often in a difficult position—compelled to remove or accept £18 or £20, (and board themselves) because they cannot so well look up a School, and this the proprietors sometimes take advantage of. With respect to paying Teachers; instead of a Teacher losing his time collecting, and often losing altogether a considerable portion of his salary—have a Commissioner appointed for each School District at the annual election of Parish officers, and let it be his duty to act on behalf of the District in employing a Teacher, (in conjunction with the person keeping the Register) and apportion and receive from each proprietor in the District his part of the Teacher's salary, and pay it over quarterly to the Teacher; let him be fineable for neglect of duty as other Parish officers, and give him power to sue for and recover, as such Commissioner, from each pro-

prietor, his portion of the Teacher's salary, if it should become necessary so to collect it.

Secondly, School Houses—their erection and repair—together with a proper supply of books and apparatus therefor. At present the proprietors of some Districts, who are agreed as to the desirability of having new School Houses, cannot agree as to the site; and there is no legal provision for such cases. Again, in repairing, each individual is fearful of doing too much. Now, to obviate this, let the Commissioner before mentioned have the power to select a site for the School House, and apportion its cost—repair the School House—purchase such books and apparatus as may be required, (for it often happens that a pupil is kept back for want of a six pence book,) and let the Commissioner have a legal claim for reimbursement from the proprietors.

Thirdly, Small and irregular attendance of pupils. I have often been pained during my visits to find the attendance so small and irregular, and this may be set down as the grand retarding cause in practically carrying out our system. Even if we had taxation introduced, the persons who have the greater number of children to send, would have to pay but a trifling tax, and that which costs little does not seem to be valued; and therefore many would neglect to send their children; consequently I have always thought that to be a good clause (in the present School Act, in reference to taxation) which provides that a tuition fee of two shillings and six pence for each pupil may be exacted from the proprietors. In practice it would amount to about one half of the sum required to pay the Teacher, and those who would thus have to pay a sum—within their means—would endeavour to receive the value of their money. In Canada the inhabitants of a School Section decide whether to pay a monthly rate of one shilling and three pence or be assessed—here we have a monthly rate of ten pence *in connexion with* assessment. What is the present practice as to sending children? It is too often this: to sign a quarter, half, or one scholar, when the party has some three, four, or half dozen children capable of attending School. Well, perhaps each of the half dozen are sent a little to take up the amount signed. So we have three, four, or six names on the School Register to make up say a half or one Scholar, and the Teacher is engaged part of his time in a species of book-keeping to find out when the schooling is duly taken up—to the fraction of a day. Suppose a School under the present law were partially kept open by taxation and a quarterly charge of two shillings

and six pence for each pupil on the Register, exacted whether the pupil attended the whole or part of a quarter, parents would soon be induced to send as regularly as possible, and then a good average would be kept up—the Teacher relieved from his Book-keeping, and the pupils would reap the benefit. I have endeavoured to impress upon parents that it costs no more to have *all* the children in a District at School, than *one third of them*; that their Teacher would be better pleased to have them; that they should divide the amount paid to the Teacher by the number of children capable of attending; and as the number of children a man could send, so should his subscription be: but no! this would not do; they fear their children might not be able to attend part of the time, and consequently one proprietor might receive more benefit than another. Good results might follow from providing a *bounty* on a good or *large* average; for while one School with £17 10s. Provincial allowance has an average of 15, 20, and 25, another with £27 10s. allowance has an average of but 5, 7, or 12. Or make it imperative to keep up a certain average, in order to be entitled to receive the full allowance of Government money. How unsatisfactory for an Inspector to travel long distances over bad roads for the express purpose of visiting a School, and find only some three, five, or half a dozen small children in attendance, and find that the Government is paying at the rate of some £4 or £5 annually for each pupil in attendance, and one would at first view imagine that the people were suffering the loss; true, they are not deriving as much benefit from the Government money as they might, but having signed but the *half* or *one* scholar, they will not have to pay for any more because they have taken the precaution to sign but a quarter or half of what they could send. The number of pupils on the School Registers in this County would give an average to each School of 30, whereas the average in actual attendance is but 12! This brings to my mind an objection sometimes urged by proprietors, that vacations are unnecessary; well, if their children do not go to school more than a half or third of the time, they surely do not require vacations to recruit their overwrought faculties.

Fourthly, The Inspector's Certificate, and its simplification. This I conceive should be confined to stating that a Teacher of — Class has taught — months to the satisfaction of the Inspector, without proceeding to certify the amount of salary, &c. After all the trouble and loss of time in examining all the School agreements for this County during the year, some

250, what do they prove? why that so much has been subscribed, and from that, in most cases, one has to presume that it has been paid. But how is it possible to know with certainty? How possible to prevent a fraud upon the Government? How be satisfied, in all cases, in certifying, whether it is the truth or not? And again the Law with respect to the salary of Teachers seems rather inconsistent; it says, "subscribe and pay as much as Provincial allowance or board." If a first class male Teacher is not boarded—perhaps married and wishing to board with his family—£37 10s. must be subscribed, £36 would not draw the allowance, but board not worth more than £25 would. Again, a third class female would draw Provincial allowance on a subscription of £17 10s. in money, although this might be less than the value of board. I have seen an agreement, with the sanction of Trustees, where £3 and £3 10s. were signed for one scholar six months, and only £1 for three scholars during same time; it was necessary to have so much signed or the Teacher could not receive any Provincial allowance. But was it paid? Another agreement, not enough subscribed in money, but "with board" inserted, the sanction of the Trustees obtained, but Teacher boarding at home. Could not such plans be adopted to obtain a School and the Provincial allowance? Let us have, if possible, a system under which fraud cannot be practised. The Provincial allowance seems to be the real inducement for teaching, and if Teachers will sometimes accept less than the Law requires from the people, let them do so openly and legally, instead of being compelled to make an agreement apparently complying with the Law. Let Teachers, as persons in other employments, make the best bargain they can, get a good salary, or teach for the Provincial allowance. Good Teachers will always command good salaries, and will not engage otherwise, while Teachers willing to engage at a cheap rate could do so, and persons wanting cheap Teachers could suit themselves, with full knowledge that cheap Teachers, like other cheap things, are not likely to be so good, and often cost more in the end.

So long as the children of our Province are properly taught, and a good average of attendance kept up, and the School conducted to the satisfaction of the Inspector whom the Government may appoint, the object of the Provincial bounty is I conceive attained. And what more is required? Thus would fraud be prevented, and thus would education advance. Let the condition of the Government allowance be rather a pupil

qualification, of having so many children properly taught daily, than that a certain sum of money should be subscribed by the proprietors. I am inclined to think that no injury would result from this; the people must have Teachers, who could not exact larger salaries than at present, and need not accept smaller.

I have thus taken the School Law as it is and ventured suggestions for its improvement, at the same time it may be that the Legislature contemplate a radical change in our School system. I have thought it the most proper course to confine my observations to the present Law.

A gradual and steady improvement has, I consider, taken place in this County under this Law. But we want more good Teachers, a better system of making School engagements, a better and more certain mode of paying Teachers; we want good buildings for School Houses, and a proper supply of books and apparatus; and lastly, though not least, we want a good and regular attendance of pupils. Unless parents will send their children, it is evident their children cannot be taught. Let us hope that they will very much improve in this respect; but as long as so many adopt the mode of signing a quarter, half, or one scholar, with six children to attend, the Teacher must be engaged in keeping his accounts of attendance, and the learning will be dealt round by parents amongst their children, similar to articles of apparel, without considering that it is somewhat unlike such articles, and can be so subdivided as to become useless. I am aware, as I before remarked, that this is a new country—that many parents require the assistance of their children much of the time in their ordinary occupations, and there are many causes why they do not attend School; but do parents as a body do their *utmost*, or do they do their *duty*, to secure a certain amount of knowledge for their children, in order to raise them morally and intellectually in the scale of society? Let them examine themselves and let their consciences answer.

In the foregoing remarks, I do not point to any particular District, Teacher, or proprietors. Let not those—and they are many—who feel they have done their duty, consider these remarks intended for them: I do not say that the various matters adverted to are general—that they are the rule rather than the exception—no, not at all; but I do say that they exist, and we are in a measure wedded to them as old customs, and therefore let us meet the case and not disguise it; let the people arouse themselves according to the necessity which calls upon them.

I concur in many of the valuable suggestions made by Inspectors of other Counties, to which no doubt many additions will be made the present year.

With many thanks for your uniform kindness and consideration to me officially, and with a sincere wish that your success may equal your desire, in advancing the cause of Education in this Province, I have the honor to subscribe myself,

Sir, yours truly,

A. T. D. M'ELMEN.

J. M. d'Avray, Esquire,
Secretary to the Hon. Board of Education.

NORTHUMBERLAND.

Chatham, 11th February, 1856.

DEAR SIR,—In furnishing you with a Supplementary Report, I feel gratified in being able to state that the Parochial Schools in operation in this County, are in a very prosperous and efficient condition.

I regret very much however, that in many Districts, the Parish of Blackville in particular, there are many very excellent School houses unoccupied by Teachers, and the children in the immediate vicinity, I fear, are growing up in ignorance ; while in the Town of Chatham alone, the number of Teachers is so much above the number of School houses, that in many instances private dwellings wholly unfit for the purpose, are occupied by the hapless children.

In fact, the total number of School houses, erected as such under the control of the Board, is only four, if we include the Madras School, which is questionable. Of the remaining three, one is in a state of entire dilapidation ; the second is tolerably habitable ; while the only one that stands out conspicuous as regards comfort, neatness, and accommodation, is that occupied by Mr. Howe, whose individual efforts by holding Juvenile Concerts, Bazaars, and Tea Meetings, have enabled him to lay out about £50 or £60 on the building and premises, and to place it amongst the first class of School houses in this County.

There is another matter which I am very anxious to place before your notice : there is visibly a growing dissatisfaction amongst the Parochial Schoolmasters, as to the right of the Teachers of the Madras Schools receiving Provincial allowance along with the amount received from the Madras Board. They argue in this way, and I consider very forcibly

too : The Teachers are appointed by the Madras Board ; they carry out the views of that body ; they teach their system and not that of the Provincial Board of Education, and by receiving in addition to their salary from the Madras Board, a sum equal to that of the other Teachers, they are enabled thereby to receive scholars into their Schools at a reduced rate, which I have reason to believe gives much offence to the other Teachers.

In Neguac, the Parish of Alnwick, there have been three School houses erected within the last twelve months. These are occupied by French Teachers, one of whom teaches the English language.

I need not enter into any more particulars ; on the whole, the education of the children in Northumberland is progressing very satisfactorily.

I have the honor to remain your obedient servant,

JAMES B. JOHNSTON.

To J. M. d'Avray, Esquire, Chief Superintendent, &c. &c. &c.

QUEEN'S.

Gagetown, 8th January, 1855.

SIR,—I have concluded to transmit my Report by Mail to-morrow without any formal Supplementary Report, which if you deem it necessary can be supplied at some subsequent time, when I can have more leizure than I at present have at my disposal.

I really am not aware of any new feature to embody in a Report, and I instinctively abhor trite or improper suggestions such as have come under my observation. I have no complaints to make or novelties to urge.

I do think however it is a great pity that something cannot be advised to abolish, and for ever, the degrading and vile practice of boarding Teachers from house to house, which I am satisfied is the chief cause of so many and respectable Teachers abandoning the service, and now rendering it next to impossible to supply the increasing demand for Teachers to fill the many vacancies.

I sincerely hope some legislation will soon be had to improve our Educational system in this vital particular. In other respects I think it would be unwise or at least inexpedient, suddenly to introduce radical changes into a system which unquestionably possesses many advantages, and in its practical operation now becoming generally understood by all engaged

in the School service, and which I have reason to believe, as far as my own observation has extended, is generally approved by the people, or at least by those who are capable of forming a correct judgment on the subject.

I have in conclusion to apologize for the lateness in making my Return, which I have been prevented from doing by various causes beyond my control. I only hope I shall not incur censure, and that you will not have been put to any inconvenience thereby.

I have the honor to be, Sir,
Your obedient servant,

T. R. WETMORE.

J. M. d'Avray, Esq.,
Chief Superintendent, &c. &c. &c.

RESTIGOUCHE.

Dalhousie, 8th February, 1856.

SIR,—The School Act has given general satisfaction in this County, and works smoothly. Inhabitants, Teachers, Trustees, all know their relative positions towards each other, and how to act in all matters connected with their Schools.

The Schools now in operation shew a very satisfactory increase in the amount of attendance, and progress in the branches taught. New Schools have been erected during the past season, and some are in course of erection. This, in connection with the fact that there is a strong and growing desire for Teachers of a class superior to those hitherto employed, and a disposition towards greater liberality in remunerating them, speaks well for the people of this County. The value of school instruction is now more generally recognized, and as a consequence, that culpable apathy on the part of parents which has been the great drawback to its advancement, I am glad to say, is fast disappearing.

There are some localities in this County in which the people are really to be pitied; they are far from Schools, and even from good roads, and when it is added, that they are what back settlers generally are, poor, you will admit that they are deserving of commiseration; or what, under such circumstances is still better, material aid. Communities so situated urge, that if they had any prospect of the slightest aid from the Legislature, they could obtain Teachers qualified to teach *well* reading, writing, and spelling; that after their children were grounded in these branches, and become physically able to endure a long tramp to a School of a better description,

(which would be concurrent with an improved condition in the means of the parents,) they would then have it in their power to supply them with the more advanced branches; whereas, unaided, and where the parents are unable to supply instruction, which is too often the case, they must grow up in utter ignorance.

When my limited range of observation on educational matters is taken into consideration, you will admit the propriety of refraining from offering suggestions for change or improvement in the system now in operation; knowing that you will doubtless be supplied with such from Counties where opportunities are plentifully offered for testing its working in all its parts.

My remarks are few and unimportant, but they in reality comprise all that I think it necessary to say.

Deprecating any radical change in the present law, which would, in my opinion, be rather injurious than otherwise, seeing that it may be said to be only now (long as the time may appear since its enactment) in real working order,

I am, Sir, your obedient servant,

G. B. COWPER.

J. M. d'Avray, Esq., Chief Sup. of Schools, Fredericton.

SAINT JOHN.

No Supplementary Report received.

SUNBURY.

Sheffield, December 29, 1855.

SIR,—I transmitted the Tabular Return of the Parish Schools of this County at the regular time, but deferred making any supplementary remarks until another visit of inspection would enable me, from personal examination, to make an accurate report of the variety of books used, which I considered to be an important particular, and which your Circular of the 19th of September required.

Having made the examination referred to, I found that the reading books generally were the authorized ones, together with a few copies of the English Reader and New Testament; the latter being used as a reading book only in remote settlements, where the Class Books, which unite the advantages of gradual spelling and reading exercises, and Scripture and general information, cannot be easily obtained.

In addition to the Irish Board Arithmetic, Thompson's is also used; but want of uniformity in Arithmetics is not attended with the same disadvantage to Teachers as in other books.

But the Geographies and Atlases are almost without exception of American Authors.

This, however, I am persuaded is the case not from there being the least disposition on the part of Teachers to prefer these books, but from the circumstance of their being so generally on sale at Book Stores, while Atlases of English Authors can scarcely be obtained, and as very few Schools are furnished with Wall Maps they are indispensable to the learner.

It is certainly very desirable that in this respect a change should be effected, and that the youth of our Province should not be instructed from such books which, although they may be well suited to the requirements and tastes of the people for whom they are designed, are not equally so to our wants, and also here and there present to the reader what is offensive to the feelings of a British subject.

The inhabitants of District No. 1 in the Parish of Maugerville, have during the past year erected by subscription a School House, which appears to be quite commodious and of a description superior to the generality of such buildings.

For more than two years there has been no School in operation in this District, although a populous one, from the want of a School House.

And this is what almost invariably takes place under similar circumstances—much time is lost when a building becomes unfit for use before it is replaced.

While the School Act makes no positive provision for the construction of suitable School Houses, we cannot expect that these buildings will be as commodious, comfortable, and as well supplied with internal and external conveniences as it is necessary they should be.

Why should the man to whose care the cultivation and storing of the youthful mind is instructed, and upon whose exertions the intelligence of the mass of the people mainly depends, be made to feel degraded from the very character of the building in which he performs his work.

The respectability of the qualifications of the majority of Teachers fully entitles them to expect that School Houses shall not be inferior either in appearance, comfort, or convenience, to any other class of buildings.

This, however, is not the case, and we cannot reasonably expect that it will ever be under the present School Act, as the people generally are disinclined to raise money for any purpose

by assessment, as they fear it would have the effect of introducing assessment generally.

Nothing has occurred in connection with the Schools of this County during the past year which requires any special remarks, or upon which suggestions of any practical importance could be founded; and as the difficulties under which the Education of the Country at present labours have been so clearly pointed out, and the means for their removal so ably discussed by others, I feel that there is nothing which I can offer with reference to either the one or the other, except what has been already.

In justice to the Teachers generally, I have to say that they are faithful and zealous in the discharge of their duties, and manifest a laudable desire for improvement; and there are some Schools which, I believe, reflect the highest credit upon the intelligence and industry of their Teachers.

I have the honor to be your obedient servant,

G. P. TAYLOR.

J. M. d'Avray, Esq., Chief Superintendent of Schools.

VICTORIA.

Edmundston, 29th October, 1855.

SIR,—I beg leave to submit the following Report on the condition of the Schools under my inspectorship in the County of Victoria for the past year :—

The progress made by the pupils, particularly in the English Schools, is very satisfactory and highly creditable to the Teachers, who have been attentive to their duties and the improvement of the children placed under their charge.

In the French Schools equal progress has not been made, owing to the want of proper elementary books, at the same time the exertions made by the French Teachers in their Schools has afforded me entire satisfaction.

Owing to the apathy and negligence of the Trustees in not dividing the Parishes into School Districts, (with the exception of two), I have taken upon myself that duty, as you will see by my Tabular Return. I would again recommend a translation of the Society's Reading Books to be supplied by the Board of Education, and the use of elementary books enforced in all the Schools.

I regret to say that no improvement has been made in the School Houses since my last Report.

I have, Sir, the honor to be your obedient servant,

J. C. PINGUET.

M. d'Avray, Esq., Chief Sup. of Schools, &c.

WESTMORLAND.

SIR,—During my last quarter visits I was pleased to observe a marked improvement in many of the Schools under my charge, and it affords me much satisfaction to be able to state that the general improvement for the last three years is beyond my most sanguine expectations, and I think any reasonable person will come to the like conclusion when he refers to my first and last tabular returns, embracing a period of little over three years. There is besides this great improvement, the books used, the condition of many of School Houses, the qualification of Teachers, and methods of instruction.

The condition of many of the houses yet calls for immediate improvement. I have had to stop two Schools this Winter in consequence of the miserable state of the houses. Something should be done in this particular at once, for until there is a comfortable house, it is useless to talk of good and efficient Teachers.

The houses are too small, many being not more than twelve feet square, and seven high. Some person should be employed in each Parish to fix the locality, and determine the number of Schools. In many instances a good School is divided, two Teachers employed, (one being sufficient,) the usefulness of the School destroyed, and the public money wasted.

The Trustees in this respect are useless, and the local Inspector has no control.

There is great apathy and indifference on the part of the parents in every particular, and I fear if there is not some compulsory method soon adopted for the building proper houses, &c., little improvement can be expected.

It is matter of regret that the leading men among us appear to care so little about the Common Schools. There is scarcely an instance in this County of any respectable person visiting the Schools—the Teachers complain of this, and say they and the children want some encouragement.

The application from females for third class certificates is greatly increasing, as are Female Schools. This, I fear, will have an injurious effect, tending to divide up the Schools, and thus drive away good Male Teachers—Females being much cheaper, and easy paid.

The French Schools have materially changed for the better. There are now over two hundred and fifty French children who can read and write tolerably well in English, many of them having become Teachers.

This is fast changing the habits and character of this class, and tending much to elevate their ideas.

I do my utmost to impress upon the minds of parents, teachers, and children, the importance of Education, it being the ground work of all that can elevate and ennoble mankind.

I have the honor to remain

your obedient servant,

THOMAS S. SAYRE.

J. M. d'Avray, Esq., Fredericton.

YORK.

SIR,—In forwarding my Supplementary Report for the present year, I am actuated rather by the desire of complying with the terms of the Parish School Act, than by the hope of furnishing any information in regard to the Schools in this County, that will be considered either useful or interesting.

The Reports already published by you, and those supplied by the Local Inspectors, contain all the suggestions necessary for the efficient working of the present system; none of these have as yet been acted upon, which is a matter of much regret to those who feel anxious for the improvement of our Parish Schools. The few alterations proposed might be made, it would seem, without much difficulty, and would have the effect of rendering the existing Law sufficient for the educational wants of the Province, until the time arrives when our people shall consider a direct tax for the support of Schools absolutely necessary to secure to each of their children a suitable education.

Had the property of non-residents been subject to taxation as well as that of residents, I feel that instead of there being but one School supported by taxation at the present time, there would have been many.

The want of a disinterested person to fix the sites for School Houses, and divide the Parishes into proper School Districts, is still a most serious drawback to the erection of School Houses, and the increase of Schools in this country. The recommendation made by you in your last Report, that it should be the duty of Inspectors to act with the Trustees in this matter, seems very reasonable, and would, I feel satisfied, if carried into effect, operate most beneficially. There are a number of Settlements and School Districts in this County, in which I despair of their ever having either School or School House until some such plan is adopted.

By reference to the Tabular Report it will appear that the number of Schools has increased considerably during the past year, and I am happy to report that the average attendance is also rather greater than last year. I regret, however, to add,

that very many of the Schools are taught by untrained Third Class Teachers. There are also a number of vacancies for which it has been impossible to provide Teachers. The people do not hold out sufficient inducements for trained Teachers, and as a consequence the supply is limited, and the Districts have to be supplied with inexperienced young men and women, whose teaching is oftentimes not very successful. It is very necessary that some improvement should be made in this respect, for our Parish School Teachers as a body are certainly not the kind of men who are required. Two very good Teachers have come from England during the year and are making much improvement in their Schools. A change should be made as soon as possible in the mode of training our Teachers, and some means adopted to increase their numbers.

In Canada the pupil goes to the Normal School and stays until he can pass his examination, and is assisted by the Government during the last term of six months. The year is divided into two terms, and many of the pupils attend several. First and Second Class Teachers are quite sure of engagements immediately upon leaving the School with a salary varying from £80 to £300.

Here we are moving slowly forward in the right direction. Our Counties are gradually becoming incorporated, which is the first great step, for no improved system of Education can be properly carried out except by means of Municipal institutions. It is to their introduction that the unexampled prosperity of Canada West, both in an educational point of view and otherwise, is mainly to be attributed. But we must not fancy that this improvement will take place at once; many years passed away before Canada felt the real advantages of self-government, and in no way more so than in giving effect to her admirable School system and the establishing public Libraries in very many of her School sections. During the past year more than 90,000 volumes have been supplied from the Depository in the Normal buildings at Toronto, in which are 4,000 different books, which must all be approved of by the Board of Education before being placed in the Depository. The advantages of such a system for providing municipalities and School sections will be apparent, since these books are placed in the Depository at an advance of only 13 per cent. upon the prices paid for them in England and the United States, and supplied at cost to the School sections, with the addition of 100 per cent. upon all moneys realized by assessment for that purpose.

In this way most of the School Districts of Canada West are well supplied with all Maps and Plates that are necessary to aid the Teachers and are being fast supplied with Libraries containing most useful and valuable works, while New Brunswick cannot yet boast of either a history or a solitary map of her own Province suitable for the use of Schools. It is true that this map and history have been talked of for a number of years and a sum appropriated during the last Session of the Legislature for publishing the map, but still its appearance in our Common Schools appears most doubtful. Where the fault lies, or with whom the difficulty occurs, I cannot conceive; but certain it is that positive measures should be taken to have it supplied at once, if the present generation are to be benefited by its perusal.

Can it then be a matter of surprise to any one that the inhabitants of our Province as a body, the Parents, the Teachers, the children, all exhibit the greatest apathy in everything connected with Education, when they cannot help seeing the indifference manifested for their best interests by their representatives. The fact is, so very much is grasped at that nothing is caught. A few alterations might have been most advantageously made in our School Law; a map and history of the Province might long since have been supplied, neither of which would have cost any very serious outlay, but would have been a great benefit to the Province at large, and in the end have been found remunerative. At present our Provincial expenditure for Educational purposes, when compared with our population, is most enormous, and the results far from satisfactory.

The legislative grant to Canada West, with a population of 1,000,000 (one million), was in 1854 £31,000; to New Brunswick, with a population of 200,000, £17,000 for the last year. More than half as much money expended upon the education of one fifth the number of inhabitants. Certainly we should be an educated people, but the proof is against us. This sum alone, one would suppose, should educate all the children in our Province; at all events, we should be making with this expenditure, rapid advances in educational improvement; but this is not the case. When compared with Canada West we appear to be standing motionless. There must then be something radically wrong, for as a Province, our people are not less intelligent than the Canadians. The answer must be, that our Legislature has done too much, has been too liberal in granting supplies for School purposes, without being suffi-

ciently prudent in the expenditure, and anxious for the improvement and well-working of the system. Our people have never been taught to rely upon themselves even to a small extent, but this they will have to learn sooner or later. We may then hope to see our educational prospects brighten, and look forward to the day when it can be said of New Brunswick, as Lord Elgin remarked of Canada West, that their "Township and County Libraries were becoming as the crown and glory of the Institutions of the Province."

JOHN DAVIDSON.

To the Chief Superintendent of Schools.

15th March, 1856.

Owing to circumstances over which I have had no control, the publication of this Report has been delayed for more than a month after my own portion of it was in print.

I have now completed the Appendix, with the exception of the Provincial Parish School Book Accounts, which I find it difficult to arrange in a satisfactory manner. I deem it best therefore to lay my Report before the Legislature in its present form, and to publish the Book Accounts in a Supplementary Report.

J. M. d'A.

